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ABSTRACT

This primer provides resources for individuals seeking exemplary programs and effective policy in the field of experiential education. The first of three parts presents a descriptive overview of programs catalogued under the rubric of experiential learning. These include cooperative vocational education; employment, training, and education motivation programs; experience-based academic programs; career exploration programs; apprenticeship programs; supervised volunteer work; and general work experience programs. Section 2 contains descriptions by program directors/leaders of the policy-making processes, guidelines, and participants in nine programs: The Academic Internship Program, The College Venture Program, The Executive High School Internships Program, 70001 Ltd., The Hampden County Manpower Programs, Recruitment and Training Program, Cooperative Vocational Education Programs, Walkabout, and Experience-Based Career Education. The final section contains abstracts of forty programs that were chosen because of their innovation, stability, and effectiveness. Abstracts include the following information where appropriate: program address; purpose; national model; publication; total enrollment; funding source; population served; selection procedure; pay; time at work/learning site; graduation credit; evaluation of participants; cost; supervision at community site; business, labor, community involvement in program policy making; orientation information; coordination with classroom instruction; real work credit for experiential learning; program guidelines; legal problems; transportation to job site; follow-up studies; and comments. (CSS)

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EXPERIENTIAL EDUCATION
A PRIMER ON PROGRAMS

by

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CE 021 826

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1978

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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FOREWORD

Information presented in this document was collected in conjunction with the National Institute of Education sponsored project entitled, Experiential Learning: Issues and Guidelines. The thrust of this project was to identify issues in experiential learning and to develop guidelines for the implementation of such programs. The study entailed an extensive review of the literature and a field survey of exemplary experiential programs. It was felt that program information collected during the formulation of the issue statements and the guidelines would be of interest and use to practitioners and policy makers. Thus, we have prepared *Experiential Learning: A Primer on Programs* as an additional resource for individuals seeking exemplary programs and effective policy in the field of experiential education.

The Primer includes a descriptive overview of programs catalogued under the rubric of experiential learning. It also contains a collection of papers on approaches to policy making written by spokespersons representing a cross section of programs. Finally, project staff have collected abstracts of forty exemplary projects. These are directed toward administrators who are developing or adapting experiential learning programs.

The National Center is grateful to the many enthusiastic experiential educators who contributed insights and information to this project. Space limitations preclude listing all contributors here. Many of them are cited in the context of the document. We wish to thank all directors, coordinators, and students who guided us in collecting and assessing information.

Mary Klaurens, University of Minnesota; Tom Owens, Northwest Regional Educational Laboratory; Marcia Freedman, Columbia University; and Harry Silberman, University of California, assisted in reviewing and revising the Primer. We appreciate their constructive comments.

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Robert E. Taylor
Executive Director
The National Center for Research
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OVERVIEW OF
EXPERIENTIAL EDUCATION PROGRAMS

This section is included to apprise the reader of the range of programs that operate under the rubric of experiential education. The programs described herein represent responses to local needs and local resources, but all share these characteristics: (a) an orientation toward the community, (b) the inclusion of a learning component, and (c) the awarding of academic credit and/or pay.

For structural purposes, these programs have been organized under seven categories:

- General Work Experience
- Employment, Training, and Educational Motivation Programs
- Experience-Based Academic
- Career Exploration
- Apprenticeship
- Supervised Volunteer Work
- Cooperative Vocational Work Experience

No programmatic implications should be ascribed to the seven categories. They were developed as a strategy for organizing unwieldy amounts of information describing a compendium of programs.

The programs included in the overview are representative of the range of experiential learning options currently available to youth.

Cooperative Vocational Education

The cooperative vocational education model has to some extent served as a prototype for all school affiliated work experience programs. The first formal co-op program was initiated in Massachusetts in 1900. In 1977, 595,770 students were involved in cooperative vocational education programs. An analysis of enrollment by occupational area follows.

	Cooperative Education Enrollment—1977
Agricultural Education	36,419
Distributive Education	210,825
Health Occupations	30,264
Consumer and Home Economics Education	42,826
Trade and Industrial	140,064
Technical Education	8,514
Office Occupations	125,857*

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*Preliminary Draft, Vocational and Technical Education, Selected Statistical Tables, Fiscal Year 1977, H.E.W. Office of Education.

Cooperative vocational education is a process utilized in many vocational programs. Students making satisfactory progress in vocational course work are directed to experiential placements that complement their classroom activities. High school participants tend to be juniors and seniors who have defined their career plans and who have, through classroom instruction, mastered the rudiments of a chosen occupation.

Co-op students typically spend two to three hours per day completing academic requirements, two hours per day in vocational class, and two to four hours daily at the work site. High school enrollees receive credit for job site experiences as long as they are involved in an affiliated vocational course. Often in programs where enrollees receive one Carnegie unit for 200 hours spent on the job, 90 hours of classroom instruction are worth one such unit. Time at the work site may vary from student to student relative to the individual's academic load and the employer's need. Schools generally specify the number of cooperative work experience credits acceptable for the fulfillment of graduation requirements.

Teacher-coordinators instruct students at the school and arrange for appropriate placements in the community. Some instructors make community contacts and arrange placements during the summer, others are allotted time during each day for site development. Coordinators communicate regularly with employers to assure coordination between classroom and work site activities and to monitor enrollee progress.

Teacher-coordinators often arrange for students to interview competitively for training site positions. Particularly in distributive education courses, enrollees are trained in job application and interviewing skills. Co-op students are generally paid entry level wages and progress through the salary schedule with other employees.

Cooperative work experience is essentially an opportunity for on-the-job instruction. The quality of the placement is critical to the development of the enrollee. Local advisory committees composed of business and labor representatives often assist coordinators in developing appropriate training sites. Such committees are federally mandated for all local education agencies vocational programs.

Comprehensive funding for vocational education cooperative programs is provided by the Vocational Education Amendments of 1968 and 1976. It is difficult to isolate co-op program costs from those incurred by the general secondary vocational program which average $257 per student per year. Student salaries are paid by the employer.

Estimates of program impact vary. Adams and Crowe (1977) report an 80 percent related job placement rate for graduates of vocational co-op programs. Walsh and Breglio (1976) suggest a 70 percent average, and Lewis asserts that 50 percent of secondary graduates find employment in a field related to their vocational training. Most successful in securing related employment are those trained in clerical co-op programs. Graduates of postsecondary vocational programs are less exploratory in their career preparation and thus more likely to pursue ongoing employment in their areas of vocational training.

Cooperative vocational education implies a cooperative arrangement between the school and the employer; an arrangement designed to reach the following objective: that students will be better prepared both academically and technically to participate in the labor force. In this era when youth unemployment is rampant, vocational education presents a viable option for easing the transition from school to work.

Employment, Training, and Educational Motivation Programs

Motivated by a concern for burgeoning youth unemployment, the federal government has sponsored, over the past ten years, numerous programs designed to provide employment, training and educational motivation for young people. The majority of these programs address the needs of out-of-school youth and those from disadvantaged backgrounds. Representative work experience models considered in the formulation of our guidelines were: the Job Corps, the Career Internship Program (CIP), *70001* Ltd., the Vocational Exploration Program (VEP), the Neighborhood Youth Corps (NYC), and various CETA sponsored programs under Youth Employment and Demonstration Projects Act. These programs incorporate paid employment with an academic component. With the exception of CIP, which was recently abosrbed by the Philadelphia Public Schools, all are federally funded.

70001 Ltd., a distributive education program for high school dropouts age sixteen to twenty-two, was originally underwritten by the Thom McAn Company and the Distributive Education Clubs of America. However, in 1978 it received $792,138 (67 percent of its income) from a contract with the Department of Labor (DOL).

Job Corps, initiated in 1964 under the Office of Economic Opportunity, and later operated under DOL auspices, has recently been revived. The Neighborhood Youth Corps, a DOL undertaking, provided jobs for primarily in-school youth. The Youth Employment and Demonstration Projects Act (YEDPA) effective August 5, 1977 and incorporated under CETA in October, 1978, initially provided $1 billion through DOL to support experimentation and evaluation efforts directed at ascertaining the most effective delivery system for providing training and employment for youth.

It is estimated that 2.5 million young people between fourteen and twenty-one are currently seeking employment. YEDPA legislation will create jobs for 400,000, Job Corps hopes to serve 90,000 by the close of the 1979 fiscal year. *70001* will place approximately 4,000 youths in unsubsidized jobs this year. Federal programs will provide employment for only 15 percent of adolescents seeking work this year. The vast majority of those will be from disadvantaged backgrounds who fall below the 85 percentile according to DOL income standards.

Youngsters are recruited through high school counselors, the U.S. Employment Service, juvenile court officers, and through the media. Length of involvement varies. The Vocational Exploration Program, contracted by DOL to The National Alliance of Business and to The Human Resources Development Institute of the AFL-CIO, is currently a summer-only operation. A typical Job Corps enrollee participates for 5.5 months of training. Enrollees in the five YEDPA projects maintain participation for an average of one year.

Employment opportunities provided are generally in the public or private nonprofit sector. *70001*, however, specializes in private sector sales and distribution jobs. As public agencies have become saturated, federal project directors are being encouraged to evaluate the feasibility of soliciting work sites in the private-for-profit sector. The goal of all programs is to prepare enrollees to eventually obtain nonagency sponsored employment.

Federally supported projects generally include a counseling component. Young people are screened, evaluated (for example, to qualify for the CIP program candidates must read at fifth grade level), and interviewed regarding their career plans. Coordinators attempt to place students in positions that reflect occupational interests. CIP counselors report that enrollees initially describe *two* career goals: (a) the job they would prefer in the best of all worlds and (b) the occupation they feel they should realistically pursue. Consequently, enrollees now participate in two consecutive experiences—one in each occupational area.

Young workers are paid minimum wage. Checks for in-school youth are often distributed by the school. Participants in some VEP, YEDPA, and Job Corps programs are also paid minimum wage for hours spent in the classroom.

High school graduation credit is granted for participation in many employment and training programs. Credit is generally awarded on a per hour basis loosely referenced to the Carnegie unit requirement, i.e. 200 hours on the job might be worth one semester credit in a district where 90 hours in a class would yield one credit. Affiliated academic programs are often conducted by certified teachers and credit toward eventual graduation is awarded at staff discretion based on state curriculum specifications. Their appears to be a trend away from graduation requirements. *70001* specializes in preparing enrollees to pass the GED exam. The General Educational Development exam provides a more direct route for the student and a less bureaucratic option for the agency to provide high school equivalency certification.

Program costs per student vary according to the extent of service provided. NYC involvement generally implied simply twenty hours of agency-based employment per month. One supervisor placed and counseled (perhaps once a month) 200 enrollees. Job Corps on the other hand is a residential program requiring extensive facilities and an in-house staff. NYC cost per student ran as low as $80.00 per month, assuming that the enrollee's academic needs were served by the public school. CIP, which includes a highly structured academic component, spends $2,732 per student. Local *70001* programs invest approximately $1,200 per year to place a young person in an unsubsidized job in the private sector and to tutor him/her for the G.E.D. Finally, Job Corps averages an outlay of $6,800 per person year, to provide room and board, vocational training, classroom instruction, and stipends for young workers.

Federal funding requirements have mandated extensive research and evaluation of these programs. Results indicate that under the best of circumstances projects can deliver employable youth. In 1975, of those Job Corps graduates available for placement, 62 percent were employed, 25 percent returned to school, 5 percent chose the military, and 8 percent were not placed. Seventy-five percent of *70001* participants in 1976 were still employed or were furthering their education one year after leaving the program. Ninety-one percent of those employed were in full-time jobs.

The recent YEDPA legislation should make a significant contribution to our knowledge of what factors contribute to the success of job training and educational motivation programs. Until this information is available, existing projects will maintain efforts to have a positive impact upon youth unemployment and the high school dropout rate.

Experience-Based Academic Programs

Experience-Based Career Education (EBCE) is a concept initiated by the National Institute of Education and developed by four regional educational research laboratories. It is a comprehensive community-based educational program through which participants earn academic credit for basic skills and life skill competencies in a community setting. The EBCE experience features academically focused nonpaid short- and long-term career explorations. Students fulfill graduation requirements in English, science, and math as they interact with adult worker/mentors at job sites such as newspaper offices, laboratories, and computer firms. Before embarking on one of these experiences, the student draws up a learning contract with the EBCE coordinator specifying which competencies are to be gained at which site and through which processes.

The Appalachian Educational Laboratory has designed an activity sheet as a learning model for all projects. Project Planning Packages provided by the Far West Laboratory enable school districts to translate EBCE activities into credit for high school subjects. An extensive bank of EBCE learning materials is available to the coordinator as he/she assists the student in organizing the academic component. On-site involvement can vary from one day to three months per site depending on the competencies to be gained there.

Students involved in prototype EBCE programs spend approximately eight to thirty hours weekly at the school conferring individually with the coordinator, attending workshops with other EBCE enrollees, and perhaps using facilities such as the library. The remainder of the week is spent in the community completing projects and interacting with adults. The emphasis there is on academic and personal productivity, not economic productivity. A few districts have modified the model to meet local needs, such that participants may spend two to three hours daily in EBCE and the remainder of the day in the regular program.

In the majority of cases, with the exception of Far West High School in Oakland which is totally EBCE, programs operate as a school within a school. Students can take courses through the regular high school program and some enroll in community college courses.

After enrolling in an EBCE program, a student completes several career decision-making seminars. They evaluate careers not only in terms of training and responsibilities, but they also consider the lifestyle and values implications of various occupations. They are encouraged to select community learning sites which coincide with their career interests. The emphasis is on career exploration rather than career commitment or occupational skill development.

Participants are not graded but are evaluated via a certification portfolio. Procedures have been developed for translating evaluations for college registrars and interested parents.

Fourteen thousand students are currently involved in EBCE programs in over 150 school districts. The U.S. Office of Education has funded demonstrations of EBCE with Vocational Education Demonstration funds, and YEDPA/DOL funds earmarked for in-school programs may be used to implement models for disadvantaged populations.

Career Exploration Programs

Career exploration programs such as the Executive High School Internship Program (EHIP), the Academic Internship Program in Charlotte, North Carolina, the Community-Based Learning Program in Pennsylvania, and the City as School Program in New York, provide career exploration options for students who want to test their mettle as adults and examine their aptitudes and interests in real work settings. Students engage in work experiences during or after school time, receive academic credit, and are not paid. Programs vary in the extent to which they offer a complementary academic component and in the length of time students invest at any one job site.

The Executive High School Internships Program was initiated in 1971 by Dr. Sharlene Hirsch and has been adopted by thirty school districts. Students of proven ability participating in Executive Internships (in some districts the program is funded with gifted and talented monies) are excused from regular classes for one semester to spend four days each week shadowing and assisting an executive-sponsor in the community. The project coordinator and interns conduct weekly seminars at various placement sites at which interns share experiences, hear speakers on management, participate in personal growth experiences, and expand their community awareness.

A participant in the Charlotte Academic Internship Program plans his/her work experience with the assistance of a teacher-sponsor selected by the student. Students generally select teachers from the academic department most closely related to the internship experience. Experiential learners receive elective credit from that department.

Community-Based Learning Program participants spend an entire semester in placements selected from a computer bank of 500 community learning stations. Participating schools determine which students in their enrollments will be eligible. Usually seniors of all ability levels are eligible. One school has enabled eleventh graders to participate. Students spend four days each week at their learning stations. They maintain their enrollment in required classes at school, but attendance requirements are waived. Each participating school devises its own unique system of student in-school attendance requirements and out-of-school responsibilities. On the fifth day participants return to their home school. Here they attend to ongoing academic responsibilities and attend seminars. The seminars are designed to enhance the learning from their placements. Seminars deal with topics like human interaction, decision making, productivity, chains of command, motivation and expectations. Daily journals provide a personal link between each student and the teacher. The student-teacher ratio is similar to that of the participating school.

Students self-select work experience options available through Brooklyn's City as School (CAS) program. A catalog of opportunities is issued to students each term. Individuals report to the job on the first day of the term, much as they would report to a class. Where limited positions are available, students compete through an interview for placement. At some sites academic learning activities are integrated such that these experiences yield participants credit in English, science and other departmental areas.

Again these programs are designed for motivated, though not necessarily academically talented, students who are not paid wages, but receive credit for their work experiences.

Credit is prorated hourly or is based on the extent to which academic activities are integrated in the work experience. At CAS, where the class is the job and vice-versa one credit is granted for 70 hours of involvement. Academic Internship participants involved in career exploration earn one credit for 150 hours on the job. EHIP students receive credit equivalent to what they would have earned had they been in school that semester.

With the exception of CAS, these programs are somewhat selective based on the assumption that participation requires a self-motivated individual and on the reality that competition for limited learning sites is sometimes stiff. Executive interns are selected through competitive interviews with participating executives.

Most programs are supported by advisory boards composed of local business and labor people who assist in the learning site development effort. Policy makers generally have a local orientation and support flexible, individualized arrangements.

Supervision responsibilities are shared. Because no pay is involved, expectations tend to be more reflective of students' needs than of employee demands. Coordinators maintain contact with employers not so much to monitor progress, but to assist the student in evaluating and benefiting from each assignment. Goals are related more to career exploration and transition to adulthood than to job-skill development.

Because such programs are often sponsored by local districts, it is difficult to estimate the number of students involved in career exploration models. Two thousand, five hundred young people have been involved in Executive High School Internships. Local projects such as that in the Charlotte-Mecklenberg area, place 150-200 students at learning sites each year.

Expansion of some programs is inhibited by limited student participation, a situation that results from the fact that the type of individual who participates in this set of programs is usually college bound. A student with such aspirations is often preoccupied with fulfilling college requirements to the exclusion of work experience options. Funding has been a limiting factor, but currently vocational education funds are available for exploration programs and school districts experiencing community pressure for career education options are more willing to underwrite projects with local funds.

We will probably note the expansion of these career exploration models in the near future as serious students anticipating a competitive labor market become more concerned with career planning.

Apprenticeship Programs

Apprenticeship programs are the result of voluntary cooperation between labor, management, schools, and government. Two hundred and fifty thousand workers are currently involved in apprenticeship programs available in 350 trades. The Bureau of Apprenticeship Training (BAT) promotes, facilitates, registers, and, to some extent, regulates the development of apprenticeship opportunities. To qualify for apprenticeship placement an individual should be between the ages of seventeen and twenty-six. BAT has no education requirement for eligibility, however, specific unions have, and still do require either a diploma or G.E.D.

In the past year, four pre-apprenticeship programs have been initiated by the Bureau of Apprenticeship Training in Cleveland, Nashville, New Orleans, and Houston. Participants are high school seniors who, in the tenth and eleventh grades, were enrolled in vocational education classes. Students attend school and work at a nonunion job site, four hours daily. After one year they receive six months credit toward the four-year metal trades apprenticeship. Students are paid minimum wage. Presently they do not receive credit toward high school graduation for their work experiences.

According to standards set forth by the Bureau of Apprenticeship and Training (DOL) for registered apprenticeship programs, an apprenticeable trade is one that requires a minimum of 2000 hours of on-the-job training and 144 hours of related instruction, over a period of one year. Most traditional programs usually have 6,000 hours of on-the-job training and 432 hours related instruction (four-year program).

A young person not involved in a pre-apprenticeship program would either apply for training through his/her local apprenticeship training committee or locate an employer-sponsor with a need for apprentices.

Generally applicants qualify for placement by taking the Apprentice Selection Test Battery specific to the chosen trade. After qualifying, the candidate applying through the apprenticeship training committee is interviewed by a group of employers and journeymen.* Once approved by the committee, the young person is placed on a rated list to await an appropriate apprenticeship opening.

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*Generic term

Training sequences span at least one, and usually no more than five years. During this period the apprentice works full-time and attends related classes either in the evening or during release time from work. Related instruction within the context of union-managed programs is mutually agreed upon by unions and employers. Tuition for apprentices is generally paid by an employer's training fund. Prescribed courses are frequently offered by community colleges. Many apprentices, like those enrolled in building construction apprenticeship programs at the Community College of Allegheny County, receive credit toward an associate degree for their course work, but they do not receive credit for their work experience.

There is great diversity in apprenticeship options and this brief overview is by no means comprehensive but it does suggest that pre-apprenticeship endeavors and cooperative programs involving unions and community colleges hold great promise for future collaboration between the labor and public education sectors.

Supervised Volunteer Work

Community service, a traditional area of activity for youth, is emerging as an effective and popular experiential learning model. All sectors report benefits when this delivery system is adopted. The community benefits when needs, otherwise unaddressed, are met by students. The school profits as its public image is enhanced, and young participants benefit as they acquire career direction, academic credit, and experience in contributing.

Students are released from classes to volunteer with various public service agencies. The credited service option draws many young people who would otherwise not have had the time or initial inclination to volunteer. The experience also provides participants the increasingly rare opportunity to interact as contributors with adults other than parents or teachers. Generally a tandem emphasis is given to career exploration and community service. Participants often locate and develop their own volunteer projects. Most programs include a weekly seminar component as a forum for career planning and the discussion of social issues.

Two organizations active in promoting credited volunteer service for students are the National Commission on Resources for Youth in New York City, and the National Information Center on Volunteerism in Boulder, Colorado.

The Do Unto Others Proram (DUO) in Vermont is an established, service-based experiential learning program. Students in grades nine through twelve may choose to invest one semester of full-time work in a community service project. They are released from classes for the semester and are given equivalent credit for their volunteer activity. In many schools, such as Champlain Valley High School, over half of the student body participates in the program. Although any student may enroll, participants tend to be second semester seniors because younger students are often bound to sequentially offered academic courses.

Before embarking on a service semester, the DUO applicant must submit a plan to a review board, composed of school community members. The plan must indicate what will be accomplished and how both the student and the community will benefit from the activity.

DUO programs are not supported by state monies or grants. The program itself attests to the viability of volunteerism. Individual schools underwrite DUO to the extent that an interested faculty member is given released time to coordinate volunteers and to monitor forums in which service related career options and community action concerns are presented and discussed.

The academic-based, split semester is another service oriented experiential learning model. This model assumes community involvement as a required component of core classes such as biology, social studies, and home economics. Students spend one half of a given semester in class studying foundations and facts. During the remainder of that term students do volunteer work at content-related sites such as public health labs, consumer protection agencies, and day care centers. In such settings young people are exposed to situations that legitimize their academic experiences. Academic credit is awarded for projects that relate course content to the work experience.

Other unique school-based community service programs are the May Project, the Youth Tutoring Youth Program (YTY) and a Denver-based community rehabilitation program. At Churchill High School near Pittsburgh, Pennsylvania, all graduating seniors invest the month of May in full-time volunteer work at various community agencies. Volunteers with the YTY program provide regular academic tutoring for younger students on a one-to-one basis. Tutors receive credit, and sometimes pay, while tutees evidence academic gains working with mentor/models. Finally, building construction students at Denver's Manual High School have successfully undertaken the renovation of blighted neighborhoods as a part of a credited experiential learning project.

Work experience in a community service context can yield satisfying outcomes for the community, the school, and the young participant. If employment options for youth in the private for profit sector continue to decline, community organizations may provide young people significant opportunities for work experience and personal growth.

General Work Experience Programs

The general work experience option evolved to serve the needs of two sets of individuals: the independently employed student who could benefit from an opportunity to reflect on a work experience in the context of a career course, and the young person "stopping out" of school who wanted to maintain an affiliation with the home school and earn credits through interim employment. Ideally, the students' work experiences are related to career goals, but this is not always the case. Many young people learn employability skills working in restaurants or gas stations. Primarily, the general work experience format is designed to help the student gain work experience, to begin career planning, and to develop responsible work habits. Programs are diverse and reflect the needs of local students and the availability of community resources. California has published statewide guidelines for the development of the general work experience option at the secondary level. Antioch College and Northeastern University have served as models for postsecondary ventures in work experience education. Often, the college level models are referred to as co-op programs. However, because they do not emphasize occupational skill training as does co-operative vocational education, we have categorized these college programs under the rubric of general work experience.

At Irvington High School in Fremont, California, an employed youth interested in earning work experience credit contacts the work experience coordinator at the career center and, with the coordinator, completes an occupational self-evaluation and selects one job-related, self-improvement objective. The coordinator visits the work site to certify it as an appropriate station, and to describe to the employer the program's purpose and the student-employee's stated objective. Once a week the student, with a group of employed peers, attends a related class session which might include participation in a career interest evaluation or a discussion of a real job related problem. At the close of the semester the coordinator again visits the work site to assist the employer in assessing the student's progress toward his/her goals. One coordinator may be responsible for supervising and conducting weekly sessions for 125 enrollees.

At Washington High School in Portland, Oregon, employed students can earn work experience credit by completing a series of job/career activity packets available in the career center. After obtaining employment, usually in a field related to a cluster, the young person meets with the work experience coordinator to sign a training agreement indicating that he/she is intending to pursue work experience credit. This agreement is also signed by the parent and job supervisor or employer. The individual works on the series of packaged career related materials on his/her own time with the assistance of the coordinator, when necessary. The coordinator maintains contact with the work site, obtaining a progress report each grading period. When the student completes the packet and the agreed upon number of job site hours, the coordinator consults with the employer to determine the appropriate grade.

All 1,200 students at Antioch College in Yellow Springs, Ohio, participate in at least six, three-month work experience co-ops in conjunctions with the pursuit of the bachelor's degree. Antioch maintains a year-round program. Students invest two quarters annually in on-campus academic course work and two quarters in field site work experience. The college maintains a staff of ten co-op faculty coordinators who are responsible for developing job stations in specific geographic areas across the country. The co-op office maintains a regularly updated list of available work stations. Students generally rotate between academic and co-op quarters. During the on-campus term they select a co-op placement appropriate to their career plans or to perhaps geographic or avocational interests. Coordinators interview students before placement is confirmed, and visit them at the field site. In addition to descriptive reports, two written evaluations are submitted at the end of the work experience, one developed collaboratively by the student and the coordinator, and one from the employer. These are placed in the student's permanent file.

The "general work experience" format is attractive because of its flexibility. It responds to the long acknowledged need for a structured work education program to complement the work experiences of independently employed students. It also provides a transitionary option for those "stopping out" of school to participate in the world of work with an eye toward assessing potential occupational goals.

POLICY MAKING IN EXPERIENTIAL EDUCATION

The policy making process in experiential education varies as much from one situation to another as the programs themselves vary. Similarly, there are many approaches and recommendations that can aid policy making. Campbell and Associates[1] define "policy" as a decision that guides future decisions or one that is referred to in subsequent actions or deliberations. Their definition is amplified by that of Bauer who indicates that policy

> . . . is in all instances reserved for those parameter shaping acts which are taken most seriously, which are presumably most difficult to arrive at, and at the same time most difficult and most important to study.[2]

We were interested in discovering how policy (as defined above) was formulated and used in experiential education. We asked individuals who were thoroughly conversant with an experiential education program or program type to share their insights into policy-making processes, guidelines, and actors associated with their programs. These individuals and the programs they have written about are:

Joyce McSpadden, The Academic Internship Program
Paul Dube', The College Venture Program
JoAnn Duperrault, The Executive High School Internships Program
Dennis Savage, *70001* Ltd.
Jack Goss, The Hampden County Manpower Programs
John Swann and Beverly O'Donnell, Recruitment and Training Program
Gail Trapnell, Cooperative Vocational Education Programs
Gary Phillips, Walkabout
Ron Nelson, Experience-Based Career Education

The following are the descriptions of policy-making processes, guidelines, and participants provided by each of the above authors.

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[1] R. F. Campbell, L. L. Cunningham, and R. F. McPhee, *The Organization and Control of American Schools* (Columbus, OH: Charles E. Merrill, 1965), p. 178.

[2] R. Bauer, "The Study of Policy Formation: An Introduction," in *The Study of Policy Formation* edited by R. A. Bauer and K. J. Gergen (New York: Free Press, 1968), p. 2.

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The Academic Internship Program

Joyce McSpadden*

Guidelines that currently govern the Academic Internship Program have evolved since the program's somewhat spontaneous inception in 1975. No time was formally allotted for preplanning. Elementary and Secondary Education Act IVC objective and evaluation requirements have provided general direction for policy making, but guidelines have essentially been developed collaboratively by participants and the director.

Originally the internship experiences were designed for students at the Open High School which is a component of West Charlotte High School. By the second year, we discovered that the program was popular with conventional high school students. In the past three years over 600 students from four of the community's senior high schools have completed internships.

Flexibility and sensitivity are keys to policy making in an experiential education program such as ours. The basic structure of the operation is fairly simple, and the ability to adjust, modify, or change tools as the program goes along is important. For example, a brochure was developed by the end of the first year, a sound/slide show in the second year, and student intern and community sponsor handbooks by the third year. All of these were effective in recruiting new sponsors and explaining the program to community and educational groups such as parents, civic and professional organizations, students, and educators. Community sponsors, students, teacher sponsors, and advisory council members have helped to develop and revise current materials being used in the program.

Being sensitive to the needs of various groups is important in a program such as ours that does not fit a "conventional school mold." For example, having parents sign their approval on student applications is important since being in the program means that students would be moving about the community after school hours and would sometimes need parent support for transportation needs or for having a late dinner. Sensitivity is also critical as one works with some community sponsors who wish to set up highly structured and preplanned internships before taking a student, and other sponsors who would rather take a student intern and "play it as it comes" with only a few basic objectives. Having a policy flexible enough to accommodate both extremes benefits the program. Most internships are designed individually. For example, a week working with the staff of the Smithsonian would be completely planned and implemented by the teacher sponsor.

Where parallels exist with regular school policy, similar policy is used in the internship program. For example, internship hours are based on class hours for credit. One hundred fifty hours on an internship equals one unit.

Basically, when policies have needed to be revised, the program director has been free to make changes either independently or in collaboration with other individuals or groups.

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*Joyce McSpadden is Director of the Academic Internship Program, Charlotte-Mecklenberg Schools, North Carolina.

The importance of the Advisory Council cannot be stressed enough. Members can be molders of policy as described above, and they serve as a sounding board for airing ideas concerning policy. The group is also one of the most important public relations tools of an experiential education program. This role is vital to building support in a community for local adoption of the internship program. There are twenty-five members on the Academic Internship Program Advisory Council including community sponsors, parents, students, and teacher sponsors. The chairperson is with the local utility company, which sponsors a number of student interns each year. The Advisory Council recruited over 100 letters of support for the Academic Internship Program from parents and community sponsors. These were sent to the chairperson of the board of education and school superintendent. Council members, also called board members, made presentations on behalf of the program.

Some of the major problems we have encountered with the Academic Internship Program include:

1. Involving teacher sponsors to a greater degree with the program when they have not been relieved of any teaching responsibilities in order to sponsor student interns.
2. Working with an increasingly larger number of student applicants each year with only two intern coordinators.
3. Avoiding over-saturation or over-working the community could become a problem. This is not a problem now and hopefully, with the growing number of community sponsors, it will not be.
4. Holding frequent seminars for interns and making visits during internships. This task is difficult due to the small staff. For the most part, their time must be utilized to place students.
5. Insuring that a low student withdrawal rate is maintained. Sometimes, when a student is only earning elective credit and does not need it, the student does not see the reason for making sure he/she earns at least minimum credit (forty hours) for his/her internship experience.
6. Measuring formally the academic, personal, and social growth which are part of the internship program.
7. Improving integration of the program into the mainstream of the educational system. This could have a positive influence on some of the above mentioned problems.

Some general observations we have made while operating the program are noted below.

1. The Academic Internship Program is a self-selecting program because most of the internships take place after regular school hours. Therefore, students participating are usually above average in ability and motivation since "they are not getting out of class." There is not much screening done, but each intern must have a teacher sponsor.
2. School starting time of 7:30 a.m. enables students to take five classes and leave for their internships by 12:30 p.m.

3. Parents really support the program because it is so practical. For example, some students have changed their college choices when they found out they did *not* want to go into nursing.

4. Evaluation instruments indicate that teachers and parents observe benefits of the program that students did not realize themselves. (See page 15 of the Second Annual Evaluation Report, July 31, 1977.)

5. Community sponsors are constantly impressed with the quality of student interns.

6. Community sponsors say they participate to maintain contact with today's youth, improve the image of industry with young people, and keep their employees on their toes by giving them the internship situation in which they must explain and teach their work to others.

7. Using the 1976-77 participation figures and the very conservative rate of $6.00 per hour, a cost benefit analysis shows that the community contributed $78,162.00 toward the education of high school students during that year.

8. The local Chamber of Commerce placed the Academic Internship Program on its priority list for 1978 which resulted in obtaining many more community sponsors for the program.

9. Although not an objective of the program, internships have opened the door to many exciting job opportunities. This summer students will be working in attorneys' offices, computer programming operations, investment banks, medical offices, etc.; all positions are the result of previous internships.

There are many success stories. One involves a student who, in her last two years of high school, had several internships working with mentally retarded children. Each internship seemed to build on the former experience, finally culminating in a three-week internship at one of the state institutions located out of town. Although Susan was accepted at the University of North Carolina at Chapel Hill, a goal for many high school students in this area, she chose Appalachian State University for its very excellent program in special education, an area Susan wished to pursue as a result of her internship experiences.

Near the end of her first semester at Appalachian, Susan walked into the class of a professor with whom she hoped to take a course called "Introduction to Mental Retardation" during the second semester. Beginning a major in one's first year was unusual. The professor was administering a test which he asked Susan to sit down and take. He knew Susan had participated in several internships with the mentally retarded. Susan made an "A" on the test. Although the "A" was not needed to prove how valuable the internships had been to this student, it was surprising to many that she had gained so much in academic knowledge.

Appendix: Program Information

Objectives

The Academic Internship Program has been created as a supplement to formal classroom instruction. Its intent is to add significantly to the vitality and impact of courses that a student has taken or will take.

Two objectives emphasized by the Academic Internship Program are:

- To provide opportunities for high school students to explore areas of academic or career interests through the development of internship programs within local governmental and civic agencies and organizations, businesses, industries, and with individuals.
- To establish positive relationships between the internship program and the school and the community.

Other goals that the internship program seeks to accomplish are:

- development of good work habits
- personal growth
- strengthening of communication skills
- awareness of the community's vast resources and the world of work

Basic Facts

Student intern. The student intern is a high school student who has elected to take a portion of his/her educational program outside the classroom with an approved community sponsor for the purpose of exploring a career option or pursuing an academic study.

Community sponsor. The community sponsor is the person who either individually or with his/her agency, organization, or business agrees to assume responsibility for the student intern's learning experience.

Teacher sponsor. The teacher sponsor is the high school staff member whom the student intern chooses to evaluate his/her internship experiences and assign proper academic credit. The teacher sponsor also helps the student intern set worthwhile objectives for his/her internship and determine requirements for evaluation. Usually, the teacher sponsor is chosen from the academic area most closely related to the internship experience. For example, a student working in a chemical laboratory would probably choose a science teacher for his/her teacher sponsor. It is the intern's responsibility to see the teacher sponsor. The student intern should consult with his/her teacher sponsor once a week during the internship. These conferences, a diary or journal which the student may keep, and/or classroom presentations made by the intern along with the community sponsor's evaluation help the teacher sponsor in his/her role of assigning proper academic credit.

Intern coordinator. The intern coordinator is the person in the local school staff who arranges the student's internship by finding the appropriate community sponsor. Other coordinator responsibilities include monitoring the internship, working with the student intern, community sponsor, and the teacher sponsor to see that all requirements and objectives are fulfilled; and conducting seminars.

Academic credit. Academic credit is earned according to the number of hours served during an internship. Students are not paid, but academic credit is earned. Credit can be counted as elective or required credit, depending on the approval of the teacher sponsor. Forty hours is the minimum amount of time for an internship. It is most important that the student intern keep a record of his/her hours and that he/she record these hours with his/her community sponsor.

40 hours = ¼ unit of credit
75 hours = ½ unit of credit
150 hours = 1 unit of credit

These figures correspond to the number of classroom hours required to give course credit. Academic credit is assigned by the teacher sponsor in the academic area most closely related to the internship. (See role of teacher sponsor above.) For example:

40 hours internship with the City/County Planning Commission =
¼ unit in Social Studies elective—Government.

75 hours internship in nursing at a hospital =
½ unit in Career Exploration—Nursing

Seminars. All student interns are asked to meet in seminars with other interns, the internship coordinator, and/or teacher sponsors. These meetings give the intern an opportunity to ask questions, discuss his/her own experiences with other interns, and receive help to make the internship more meaningful.

Logs. Interns may be required to keep a log to show the teacher sponsor as part of the evaluation procedure. Logs should describe not only activities, but also personal reactions to the internship.

Evaluation procedure. Community sponsor and student intern complete evaluations of each other at the end of the internship and review them together. The community sponsor mails his/her evaluation to the internship office and the student intern gives his/her evaluation of the sponsor to the intern coordinator. Evaluations are given to the teacher sponsor who awards the proper academic credit.

Student intern presentation. Interns may prepare a presentation of their intern experiences as part of their evaluations. Their teacher sponsors will help decide who the appropriae audience wil be. An example would be a classroom presentation such as a talk or slide show.

Intern's role. Depending on the internship objectives, the intern may spend most of his/her time working with one resource person within an organization, several persons in a variety of departments, or in a service role internship such as at the Center for Human Development where the intern works with both the staff and the clientele.

Whatever shape the internship takes, the student intern should remember:

1. The student is not at the work site to do simple clerical work or to be a "go-for."
2. Hopefully, the internship will provide him/her with opportunities for observing, performing hands-on tasks, attending meetings, and being involved in the decision-making process.
3. The intern should let the internship coordinator know immediately if he/she has any questions or problems concerning the internship.

Internship Process

A detailed outline of the internship process is presented below.

I. **Student Applies**

  A. May receive application from internship coordinator, teacher, or counselor.

B. Student talks over his/her reasons for having an internship with the intern coordinator.

C. Intern coordinator reviews the student's commitment and responsibility in having an internship.

II. Community Sponsor Contacted

A. Intern coordinator explains the intern program.

B. Community sponsor is invited to participate in the Academic Internship Program.

III. Interview

A. Involves the student intern, community sponsor, intern coordinator, and teacher sponsor if possible.

B. Student and sponsor test their compatibility.

C. Objectives and activities for the internship are spelled out by community sponsor and student intern.

D. Hours, schedule, and responsibilities of student intern are established.

E. Academic Internship Agreement (form) is begun.

IV. Conference with Teacher Sponsor

A. Student contacts teacher sponsor.

B. Teacher sponsor reviews objectives and activities of internship making changes, additions, etc.

C. Teacher and student decide on evaluation procedure; keeping a log; making class presentation.

D. The amount of academic credit to be received is established.

E. Grading is determined.

V. Internship in Progress

A. Student intern keeps in close contact with teacher sponsor (contact is made at least once a week).

B. If any problem arises, internship coordinator is notified by either the community sponsor, teacher sponsor, or student intern.

C. Internship coordinator visits student intern at the intern site.

D. Student interns meet together in seminar groups with either the internship coordinator or the teacher sponsor.

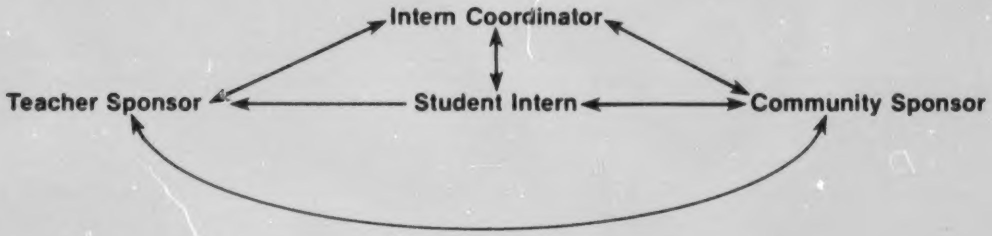
VI. Evaluation Procedure

A. Community sponsor and student intern complete evaluations of each other at the end of the internship and review them together.

B. Community sponsor and the student intern mail their evaluations to the internship office.

C. Evaluations are given to the teacher sponsor.

D. Proper academic credit is awarded.



The College Venture Program

Paul Dube'*

Venture is a loose consortium of liberal arts colleges in New England and New York organized to provide career counseling and off-campus placement for the students on campuses of these states.

Venture's genesis was a 1973 visit to Northeastern University by the Director of the New England-based Braitmayer Foundation. He was interested in providing some of the benefits of Northeastern's cooperative education plan to students enrolled at traditional liberal arts colleges in New England.

These campuses contained a number of restless students who were "stopping out" of college to reconsider their present and future lives. They seemed uncertain of their purpose in college, unclear about their future careers, and unconvinced of the personal usefulness of some of the best academic programs in the country. Students were seeking new reasons to continue their education, through academic and career incentives. Because of the increased competition for graduate programs, more of the graduates of these colleges were seeking work upon graduation and finding it difficult to obtain. The college-advertised argument of the economic advantages of a liberal education was losing its force as the competition for promising entry-level jobs increased everywhere in the nation. Another factor in the flight of some students was the simple urge to get away from what they felt was an enclosed and isolated world.

With assistance from foundation grants and payments from the colleges, Northeastern organized a staff to provide the services sought by Braitmayer and the colleges. The Boston-based Venture staff developed an extensive job bank; they traveled to the campuses to meet and to counsel the students, and to place those who sought work experience in off-campus employment opportunities.

In the four-and-a-half years during which Venture has worked with the member colleges and universities, its impact on the campuses has been widely felt.

Venture has helped two categories of students on the campuses:

1. Those who participated in the orientation and career counseling and remained on the campus
2. Those who took part in the orientation and career counseling and also went off campus to work

Deans on every campus have told us that even though all students did not leave the campus for work, the Venture visits caused many to examine their academic programs and career objectives in terms of their plans after graduation. Those who took leave for a semester or more of work documented their experiences, All had more confidence in their decision-making ability; more than half received reinforcement for their tentative career choices; many received new career direction; others learned the value of a liberal arts education; many learned about career opportunities along with the education and experience requirements needed to enter those careers.

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In the original program proposal, Northeastern suggested that an advisory board, consisting of a representative from each of the participating campuses, be organized to provide a direction for Venture that would reflect the goals of its members. The advisory board representatives came from two groups: two-thirds were deans or associate deans of the colleges; the remainder were directors of the counseling and placement offices. The group met for a full day, four to five times during the academic year to exchange ideas with each other and with members of the Venture staff. These meetings served as the prime vehicle to advise Venture of the directions the program should take.

During the period in which the colleges were invited to join Venture and in the early stages of the proposal preparation, a number of decisions were made which in effect became initial program policy. An agreement was designed to spell out the responsibilities and expectations of Northeastern and the colleges that would participate in Venture. We also organized the operating procedure so that staffing and funding needs could be determined for the proposal and to further clarify questions some of the presidents had. Four years passed before any substantive change in policy and governance occurred.

While most policies and procedures were in place by the time Venture started, there weie details yet to be settled in the early meetings of the advisory group.

1. Regarding student recruitment, it was decided that students would be recruited through the deans' offices and the faculty, and by announcements in student newspapers. Later it was found that as more students returned to the campuses they generated the most effective publicity.

2. In initial discussions on the campuses, we were told that students were not interested in paid positions. As this advice as inconsistent with our experience at Northeastern and that acquired through consulting on other campuses, it was decided to develop both paid jobs and volunteer experiences that would closely resemble full-time internships. This turned out to be a good move since all students wanted paid experiences, and in fact about 90 percent of all placements are paid.

3. It was agreed that members of the Venture staff would visit the campus on an average of three times each semester. During these visits counseling would be provided to help students focus on why they wished to leave their campuses, and to help them determine the nature of the experience that would meet their goals.

4. Employers and students themselves would evaluate student learning and personal growth. Copies of evaluation instruments are not attached. Unfortunately, with rare exceptions, Venture was economically unable to provide direct follow-up on the campuses, and college staffs had little interest in providing it.

5. In time, all colleges made it possible for students to earn credit for Venture experience learning, but none were enthusiastic about it. Little was done on the campuses (with the exception of Colby College) to implement a method of granting credit for work learning that was acceptable to the faculty. Even if it had been academically feasible, there was no economic incentive to the Venture staff to grant this credit through Northeastern.

6. At the first meeting of the Venture advisory board, a set of guidelines to assist students in participating in Venture was submitted to the members. Shortly thereafter, these guidelines were implemented largely in their original form.

While Northeastern was asked to organize Venture by a group consisting of former presidents of the colleges and members of the Braitmayer Foundation, the deans of the colleges who joined were not strongly committed to the concept of Venture. In the beginning, these views tended to interfere with communications. While the Venture staff viewed the bi-monthly meetings as an opportunity to exchange ideas freely, the college representatives were either mildly critical of our efforts or completely accepting. As we discovered later, they did not feel confident in offering suggestions in view of Northeastern's long history in cooperative education and other forms of off-campus experience programs. Further complicating communications was the awareness that in the first few years almost all operating expenses were raised by Northeastern leaving the colleges with little feeling of equity in Venture.

Another difficulty arose concerning the career development aspect emphasized by the director as a result of his Northeastern experience. Colleges were generally ambivalent about integrating career education in the liberal arts curriculum. (Student comments and other input obtained in seminars have always tended to reinforce the career emphasis.)

Despite the appearance of a lack of mutual interest, the benefits of Venture in terms of students' outcomes kept most of the original colleges involved. Furthermore, Venture became more efficient. Costs per student placed decreased from $2060 in the first year to just over $700 in the fourth; the ratio of students placed improved from one in six of those interviewed to one in three; and the number of students placed rose from 77 per year to almost 300 in the fourth year.

The colleges were also more influential than they recognized. For example, while we could have readily added a number of less selective colleges that would have improved our cost effectiveness, we agreed to recruit and accept only colleges similar to the initial group (a group of colleges which in itself is selective).

After the first two years, the colleges had to assume an increasing percentage of Venture's operating costs. While Venture annually published its cost information for the colleges and made it known that foundation support was increasingly difficult to obtain, the membership paid little heed. Venture to them was an experimental program to which they were not yet committed. In the fourth year the colleges had to pay the operating costs with Braitmayer paying the other half. This development required almost doubling the membership fees and a number of colleges withdrew.

We had known that some colleges were not entirely committed, but this abrupt withdrawal was unexpected. Only a short while earlier many had seemed supportive of proposals to expand faculty involvement and to further integrate Venture into campus offerings. The enthusiasm of their students for Venture and the substantial improvements in program efficiency had encouraged the colleges to explore these steps.

The Venture administration and that of Northeastern concluded that some hard decisions had to be made concerning the Venture Program. The presidents of the remaining colleges and the Vice Provost of Cornell were invited to Boston to meet with the president of Northeastern, the director of Venture, and two foundation directors involved with Venture to determine its future character.

It was decided that Venture was too important to the colleges and their students to let it die. The presidents decided that Venture was a program of the colleges and that it was appropriate for member colleges to accept direct fiscal and policy responsibility for it. Additional members would be sought, with the assistance of the colleges, to maintain the program's cost effectiveness. Shortly thereafter bylaws were drawn up by the director to reflect the new governance system and were sent to the presidents for their approval. Venture would continue under the aegis of Northeastern for one additional year.

At this time member colleges have almost completed their reorganization of Venture. Funds needed for program operation will come entirely from the college budgets. Colleges will be responsible for the counseling and placement of students. Publicity will be a campus responsibility rather than a joint concern. Job development will either be contracted to Northeastern or a staff will be hired directly by the colleges for this purpose.

As outlined in the bylaws, a director will continue to establish the direction of Venture, but he or she will be appointed annually at a board meeting of representatives of the participating colleges. We believe this new organization more truly reflects the structure necessary to obtain the member colleges' involvement and commitment. Like individuals, colleges must assume responsibility for their destinies.

The transition from an experimental model to an operating program whose direction and costs are now in the hands of its users represents true institutional change. While the colleges are hesitant to embrace career education they have also come to realize that their students (and the parents) are asking for more than the traditional liberal arts curricula which the colleges offered in the past.

The Executive High School Internships Program

JoAnn Hunter Dupperrault*

Nearly 3,500 gifted and talented juniors and seniors from twenty-seven school districts in eighteen states are learning about organizational leadership from the top. These students serve as Executive High School Interns to business executives, hospital and government administrators, newspaper editors, television producers and directors, judges, attorneys and social service directors. On sabbatical from regular classes for a full semester, they are immersed in the world of organizations, learning how decisions are made, and earning full academic credit in the process. They work as administrative assistants without pay. They are not used in a clerical or "go-for" capacity.

Besides the excitement of their placements, which extend full-time Monday through Thursday, the interns also attend Friday seminars on management, administration, and decision making. Adapted from the Harvard Business School case study approach, the seminar curriculum emphasizes problem solving, and includes outside speakers and occasional on-site field trips. This "blue jeans" day helps foster solidarity in the group and builds cohesiveness which overcomes the fact that interns are from different high schools in dissimilar sections of the county. Archrivals often become best friends and college roommates because they are both interns. Alumni often come back to visit on Fridays if their schedules permit. At our last Christmas "home-from-college" alumni party, we went back six years.

Coordinators are initially prepared for their assignments through a week-long National Coordinator's Training Academy sponsored by the parent organization, Executive High School Internships of America. Dr. Sharlene Hirsch is National Director.

Recently transferred to San Francisco from its original New York base, the national office provides training and ongoing technical assistance to participating districts which have paid $1,300 per year to belong to the Executive High School Internships Consortium. Consortium members participate in national training conferences, receive program materials, coordinator's bulletins, and insurance for interns. In conjunction with their affiliation these districts agree to: (1) fund a full-time coordinator position for the program; (2) release students full-time for participation in lieu of class attendance; (3) provide optional independent study opportunities; (4) award a full semester of academic credit for participation.

The coordinator's manual, conceived and copyrighted by Dr. Hirsch, contains detailed procedures with appropriate back-up materials. Ongoing follow-up, site visits by the director and an annual national workshop for coordinators are all part of the national assistance package. When a local school board agrees to implement the program, the foregoing policies from the national office must be accepted. This provides program integrity, no matter where the program is instituted. Minor changes in mechanics, better ways of recruiting students, and improved methods of operating the program are decisions left to the coordinator. However, such decisions are always made within the large framework of national guidelines.

A kit, "The Complete Model for Practical Program Development," is available to districts that want to pilot the program without joining the consortium. Districts satisfied with the piloting experience may then affiliate with the national program.

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*JoAnn Dupperrault is coordinator of the Tampa, Florida Executive High School Internships Program (EHSIP).

To my knowledge, none of our programs has a policy making group or advisory council. The coordinator answers directly to the superintendent, to the gifted division of exceptional child education, or to the director of secondary education.

I would attribute the success of the Executive High School Internship Program to three factors: (a) coordinators direct and implement their own programs, (b) coordinators maintain personal and ongoing communication with sponsors, and (c) interns are enthusiastic and willing to invest in this form of alternative education.

In the spring I recruit juniors from the county's ten high schools for the following fall. (Our program involves only seniors.) I will have to recruit again for spring during December, and in the fall, a student to coordinator ratio of 25:1 is average. In the spring the ratio runs approximately 35:1. This is true nationally and could be the result of many features: "At last, my senior year," "But, it's football season," "I don't want to give up physics and calculus," "I'm taking a college advanced placement course, and if I have to give up half, I would rather it be the last half," "I am the new president, editor, chairperson, etc. and want to get my committees underway," "I don't want to be a reentry student; I want to finish up there and then do the program." The foregoing are the biggest problems a coordinator faces. Students generally do not want to leave school and forgo "the best year of their lives," and the faculty definitely do not want to lose their self-reinforcing, star pupils. Spring interns are easier to recruit, and after Christmas, senioritis sets in.

Using data processing printouts, I look at I.Q. and achievement scores based on group tests administered in the tenth grade. I compile a list of potential internship candidates and ask the guidance department at each school to arrange an opportunity for me to meet with these students. At such meetings I explain the concepts of the program to approximately 703 students from a countywide junior class population of 7,830.

I return to each school and talk with those students who indicate they would like to learn more about the program. These students are then invited to a countywide meeting where all prospective interns can talk with current interns and some alumni to get the "real lowdown" in a chaotic, but effective encounter. At that time, prospective interns fill out applications and sign up for individual interviews. All candidates are potential interns, and it is almost entirely their preference that determines whether they ultimately enter the proram. I do my best to help them opt for this opportunity of a lifetime.

We meet with fall interns just before school begins. Parents meet with our Director of Secondary Education and our local state university Director of Admission and Academic Counseling. Parents' concerns are discussed and the university representative speaks to the fact that interns make better incoming college students because of their maturity, awareness, sensitivity, ability to make decisions, set priorities, and cope.

Sponsor interviews begin the third day of the semester, after interns have participated in an orientation on interviewing, resume writing, appropriate dress, shaking hands, etc. Four interviews are scheduled per day at 9:00 a.m., 11:00 a.m., 1:00 p.m., and 3:00 p.m. An intern may sign up for as few as three or as many as ten interviews. Interns are encouraged to include a cross section of options; that is, not all law, television, marketing. After group and individual interviews, sponsors will rank order their choices. Two weeks and approximately forty sponsors later, the interns then rank order their sponsor preferences. I then match sponsor and student requests. Sometimes we revert to a second choice or, in rare cases, reinterview. Sponsors are notified and interns begin work the following Monday.

The initial Friday seminar is show and tell time for interns. Their comments relfect a giddy, culture shock for the realities of the world of work. Students are generally most surprised and impressed by the consistent pressure on their executive/sponsors to make critical decisions, with access to only limited information. Interns watch these people cope successfully with major problems and interact with varieties of people. Through example and practice interns learn to communicate, to motivate, to lead, and to produce.

In the meantime students have had seminars about what to expect on the first day. We suggest that they make arrangements to have lunch with some fellow interns to help with first day jitters or panic. What should you expect the first week? How do you get along with the secretary, (who gets left behind while you go to the staff and board meetings or out to lunch with a vice-president)?

Perhaps, after college, our interns will again enter the world of work, will remember their mentors, and will be able to use a portion of what their sponsors taught them about interpersonal relationships. While our interns are involved in career exploration, they are basically learning to communicate, to motivate, to lead, and produce. That is what we call success.

Basic Facts about EHSIP

- The program requires a personality willing to take risks.
- Interns must initiate their learning and withstand ambiguity. There is no secure school setting with bells and A's on tests.
- Interns tend to outgrow conversation with school friends and begin to talk to their parents at the dinner table about subjects which they are amazed to discover the parents know quite a bit about.
- An intern is treated as an adult and expected to behave like one.
- Of all interns in the past six years, 99.4 percent say this was the most beneficial aspect of their education. Also, now they know *why* they are going to college.
- Coordinators can have an easier time recruiting sponsors than students.

***70001* Ltd.**

Larry Brown*

70001 Ltd. is a private, nonprofit corporation that offers a program of preemployment training, unsubsidized employment, education, and motivational activities to sixteen to twenty-two year old high school dropouts. *70001* accomplishes its tasks primarily by aiding local, county, and state governments to duplicate the *70001* concept in local communities through awards to community-based organizations. *70001* Ltd. in turn provides training, technical assistance, quality control, evaluations, materials and national support to the local *70001* administrators.

Begun in 1969 with one program site in Wilmington, Delaware, *70001* now has thirty-seven sites in sixteen states. The growth of the program has been occasioned both by the fact that there are few programs which focus exclusively on aid to high school dropouts, and the fact that *70001* has helped over 70 percent of the young people to retain their jobs for over ninety days. Because wages are paid not by a public agency, but by a private employer, the cost of a placement is less than 40 percent of the average national job placement cost. This has also contributed to *70001*'s wide acceptance by communities.

Perhaps the most significant aspect of *70001*'s program concept is that the Seventy Thousand One Career Association (SEVCA) helps the high school dropout with strong negative affiliations develop into a positive successful high school dropout.

The policy problems experienced at *70001* are no different from those that arise in a single neighborhood program, or in a nationwide network of programs. The magnitude may be greater in the latter, but the implications for impact on programs are the same. The caveat which precedes any discussion of major policy-making issues in an educational program is this: the little policy issues are as demanding of a solution as the major ones. This is a topic which can fill volumes. Suffice it here to say that if a program adminsitrator does not pay attention to such policies as interoffice memo pecking order and what responsibilities each individual will have for particular students, it is unlikely the program will survive long enough to have major policy issues to discuss.

The ramifications of administering *70001* have broad implications. This article attempts to focus on three areas: (1) the problems of rapid growth of an emerging program, (2) the quality of service considerations which arise when a single successful program attempts to expand, and (3) the ever present spectre of funding source influence on program content.

In addressing the issue of rapid program expansion, one must recognize that it is the logical extension of energy from any innovative idea. If what you do is good, you and others are excited about it, and everybody wants to do more. At *70001* the growth of the program nationally is a point of continuous policy discussion. On the one hand, there are veteran staff and members of the original board of directors who remember the pains of program implementation. They want the program to remain small in order to retain the friendly family atmosphere within which the program was nurtured. On the other hand, the newer staff came to *70001* seeking a part of a growing, nationally-recognized organization. In between are the more recent additions to the board of directors. In spite of having little investment in the past program, they do have a great investment in the satisfaction of being responsible for a dynamic, growing idea and the

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*Larry Brown is president of *70001* Ltd.

prominence associated with it. Mixed in with all these interests is everyone's concern that the goal must be quality service to youth. Funding sources who are paying to foster program growth are fanning the fires of the issue. Tempering this is the fear that rapid growth could cause *70001* to topple over.

There may not be a defined policy decision that can address the issue. Rather, the best posture may be simply to proceed with expansion using conflicting views on growth as a cautionary measure.

Following close on the heels of policy questions about growth is the question of how to implement a policy that will insure quality services are not lost as part of that growth. The protagonist in this phase of policy making is usually the staff. Rarely do current funding sources or members of the board recognize decline in quality until the problem manifests itself externally.

At *70001* the attempt is made to involve all staff in resolution of the problem. The policy may well be implemented by simply addressing the question of quality. During a period of significant program expansion there is much benefit in simply encouraging the staff to wrestle with the question of whether the program still provides quality services, and whether it can continue to do so in the future. The fostering of periodic crises has the benefit of allowing each staff person not only to formulate his/her own policy on how to insure that quality, but it also strengthens confidence in the assertion that staff involvement is a priority of the program's administration.

Lastly, there arises the problem of how to set policy to insure that the source of one's funds does not have an overburdening or corrupting influence on program content. Every agency is beholden to its funding source simply because the benefactor is paying expressly to have something done. There is, however, a breaking point at which the bureaucratic or political needs of a funding source threaten the dynamics, that make the program a successful one for kids. From this author's point of view the policy to be set is simple:

> No program will be adopted if it negatively affects the program's success in helping young people. However, the pragmatism associated with a weekly paycheck leads staff and administrators alike to a more circumspect consideration of what policy ought to be.

At *70001* we are fortunate to have a positive working relationship with the Department of Labor, our major funding source. However, when issues of intrusion into the program by any funding source arise, everyone must become involved in a decision as to what policy is to be set. The board must consider its obligations to maintain the financial health of the organization. The staff has to consider the sometimes conflicting positions of being committed to helping youth, and making a living for doing it. The program participants can be the best witnesses as to what changes will affect them, and in what manner benefits will accrue or be lost. This type of cooperative decision making is the most difficult and rarely has a wholly satisfactory end. Our benefactors do have a right to the "benefit of their bargain," and we as the providers of educational services have the obligation to do what we feel is best to aid those who come to us for services.

This is a short glimpse of some of the policy issues involved with *70001*. There is one policy which is perhaps our strongest and most well defined. It comes to us we are told, from a sign on the desk of the ill-fated Mr. Bert Lance, then director of the President's Office of Management and Budget. It can serve as a single rule of policy making for any program. It reads: "If it ain't broke, don't fix it!"

The Hampden County Manpower Programs

Jack Goss*

Policy making in the Hampden County Manpower Consortium is, at first glance, a complex, almost cumbersome process. In reality it is a very straight-forward management approch to decision making. General policy concerning types of services to be rendered and populations to be served is provided by the CETA (ETA) legislation which has been adopted at the Hampden County Manpower Consortium (as prime sponsor) through its "consortium agreement." This agreement is put into operation by the elected public officials of the twenty-three member communities belonging to the consortium. Specific policies are tailored to respond to local needs. The programmatic implications of these responses are described in a "Prime Sponsor Policy Statement" which is written annually. (This policy statement evolves from a needs analysis and a survey of target population characteristics. These reports are prepared by staff drawing on extensive input from the Prime Sponsor Planning and Advisory Council.)

The prime sponsor executive committee, composed of representatives from the twenty-three communities, makes all policy decisions directed toward implementing the national legislation. Policy decision making is, according to national legislation, allocated to the executive committee (the elected public officials) of the prime sponsor. However, the legislation allows the prime sponsor the broad latitude needed to tailor the decision making to local needs.

A Planning and Advisory Council, which is competency- and constituency-based, articulates its local policy recommendations to the prime sponsor. These recommendations might concern populations to be served, types of services provided, vehicles for delivering services, labor market and economic conditions, etc. The recommendations are received by the executive committee, discussed, modified as required, and incorporated into a single "Annual Policy Statement" of the consortium. It is accompanied by a "Goals and Objectives" statement, which forms the framework for making policy operational.

Clear grounds for modifying policy are allowed via two mechanisms. The area manpower administrator, who is the chief executive officer of the prime sponsor administrative staff, may modify policy at his/her discretion as day-to-day problems arise which have a bearing on existing policy. He/she seeks approval for his/her actions at a later time from the executive committee. The evaluation committee of the advisory council may recommend to the area manpower administrator and/or the executive committee the modification of policy when it appears that policy is somehow inappropriate to effective service delivery. This approach to modification of policy allows for a healthy balance of input from diverse interests represented by the constituency-based planning council and the elected public officials who comprise the executive committee.

Implicit in the preceding paragraphs is a definition of the role of the advisory council, which is extremely active in its two mandated responsibilities, the development of a plan and the evaluation of that plan in relation to other manpower plans operating in the prime sponsor's jurisdiction. The advisory council is composed of representatives from the political, business, and labor sectors; consumer, client and service vendor sectors; and individuals from local education agencies and state and county public service providers. Input into the policy and programmatic aspects of the program flows out of subcommittees of the full council. Subcommittee recommendations then flow to the full council, which examines, votes, and recommends to the executive committee, which makes final decisions.

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As ideal as the policy-making system appears, it is not without problems. Not the least of these is the built-in bias of elected public officials and of planning council members, who are from Community-Based Organizations (CBOs). They view the program as an opportunity to expand or sustain a level of public services through the use of program participants in public service employment jobs. At the same time, CBOs tend to be more participant-oriented and are concerned with turf issues. These priorities tend to influence policy recommendations. It is the responsibility of the area manpower administrator and his/her staff, as advisors to the executive committee and the planning council, to try to balance these diverse interests so that, to the extent feasible, policy decisions consider first the participant and secondly, other community-related priorities. Fortunately, this balance has been reasonably well maintained and has resulted in some success stories.

A policy of coupling skills training with work experience has resulted in a promising placement rate for structurally unemployed Title I people in unsubsidized employment. Work experience, as administered by the Hampden County Manpower Consortium, provides for short-term work assignment and is designed to enhance the employability of individuals who have either never worked, or who have not been working in the competitive labor market for an extended period of time. The work experience activity is designed to increase the employability of such individuals by providing them work experience and the opportunity to develop good work habits. They are closely monitored for any attitudinal problems that may develop and upon successful completion of this program they usually continue their progress in skills training and eventual job placement.

A policy of communicating with organized labor has produced an unprecedented level of cooperation between Building Trades Unions and apprenticeship programs for CETA participants. One contract with the International Union of Operating Engineers will afford a full year's apprenticeship credit to minority youth who are being trained as heavy equipment operators.

The Recruitment and Training Program

Beverly O'Donnel and John Swann*

Recruitment and Training Program, Inc. (RTP) is a national employment and career guidance agency serving minorities and women. Placement efforts are primarily directed toward those industries and occupations where minorities, women and other disadvantaged groups are not well represented. The agency provides these target groups with recruitment, placement, and work-related support services for—

- apprenticeship and journeyperson positions in skilled crafts of the building and construction industry and unions;
- skilled and semi-skilled mechanical trades in the blue-collar industrial sector; and
- technical, professional, and management occupations in private industry.

Designed as a recruitment, preparatory, referral, and supportive services agency, the organization is not involved in any occupational or skills training. We have focused basically on occupations and industries where the employers provide training. The task has been to analyze the employment entry systems of these industries, and to develop methods of successfully dealing with those systems. RTP's programmatic focus has been to train our applicants through career counseling, aptitude test preparation, interviewing skills, resume writing and revision, and other supportive activities to successfully negotiate the intricacies of the employment world.

With this in mind, employer standards dictate our recruitment sources and requirements. Since the duration and training procedures vary, depending upon specific occupational requirements, no academic credit is given to any of our enrollees. No stipends or salaries are paid. The services of the program, however, are free to both participant and potential employer. Thus, monetary rewards are realized by both parties when the enrollee is employed. The participant receives a salary and occupational training; the employer receives a competent and highly motivated employee.

Guidelines

Each of the programs that are included in the organization are programmatic guidelines spelled out by the respective funding source. For example, each office is contracted to fill numerical goals for placement in specific occupations within specific industries. Recently, due to economic conditions within targeted industries, funding sources have granted RTP permission to receive credit for placement in other industries and occupations with the stipulation that these other placements must offer wages in excess of a particular rate per hour.

As is evident, funding sources provide general guidelines which allow flexibility and creativity. However, RTP also has an executive body which establishes internal objectives, guidelines, and numerical goals that are more defined and offer better administrative control. These are generally more effective in establishing credibility with both the clientele and the employers and/or unions (which review people for employment and training opportunities).

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These internally developed guidelines are more responsive to local realities and client needs. For example, years prior to being granted sponsor credit for placements outside of targeted occupations, field offices were making such placements because the population RTP was designed to serve often lacked prerequisites or credentials for placement in targeted jobs. These people needed immediate employment. RTP attempted to meet the need. None of these placements were reported for credit toward contractual goals. The program was, nevertheless, providing a creditable and much needed service. In addition, prior to the stipulation of minimum hourly wages by funding sources, RTP has established wage minimums for placements, and had designated specific occupational categories as eligible for placement credit regardless of the salary. Offices were instructed to find employment for their constituents wherever it existed, but the major emphasis was placement in quality occupations that offered not only high wages, but also opportunities for upward advancement.

Policy Making Areas

The specific areas which are covered in policy making in our organization are probably typical of many other private, nonprofit organizations. Some of the areas with which we are most concerned are:

1. Policies regarding funding sources and procurement procedures
2. Policies concerning program planning, guidelines, directives, and methods of implementation
3. Personnel policies on hiring, promotion, demotion, termination, wages, training, and matters concerning union representation
4. Policies concerning the extent of political involvement, and the involvement of external job-related activities
5. Fiscal controls and procedures

Policy-Making Body

The corporation is governed by a ten-member board of directors consisting mainly of labor, business, and education representatives plus legal counsel. This body meets five or six times annually and receives written and oral reports from the executive director and/or his/her designee. Guidance and assistance is provided at the executive level by members of this body, but the board does not become involved with daily program operations or decisions.

Major philosophical and operational policies are formulated by an executive staff consisting of the following:

Executive Director
Deputy Executive Director for Finance and Administration
Deputy Executive Director for Programs and Planning
Director of Programs
Director of Planning
Director of Women's Programs
Washington Liaison Officer

This body meets formally on a monthly basis. Informally, it is in daily contact analyzing and sharing information from a variety of sources. Most policy matters are implemented by a variety of administrative personnel. Anyone, however, from local field staff up through the administrative ranks may assist in the development of new policy or policy modification. A continuous flow of information from local field operations, the planning and research component, and the staff training and financial components is a necessity. To keep policy relevant to the constituents being served on a daily basis, it is essential to have input from the field level. Organizational policy must reflect an awareness of the needs of clientele as well as the needs of potential employers and participating unions.

Policy Modification

Policy modification is accomplished by identifying the need and/or advantage of modification, and then projecting the impact and implication of the proposed change. Major policy change, affecting philosophies, overall objectives, specific target groups, etc., are presented to the board of directors for approval. Minor policy changes are generally instituted by project administrators after proper notification to the executive staff. Generally, the executive director and/or the deputy executive directors determine whether or not the suggested policy modifications are of a major or minor nature.

Outside influences such as federal, state, and local funding agents and their resulting regulations affect some policy decisions to a degree. Most policy decisions in the organization, however, are made through self-initiated internal interests.

RTP, representing approximately fifteen years of expertise in human resoure development, frequently assists public and private agencies in developing and altering policies that pertain to the employment and training arena, as well as other areas of human resource development and civil rights.

Problems Facing Policy Makers

Policy makers are faced with innumerable problems ranging from insignificant issues to those issues affecting the organization which are dictated by decisions handed down by the Supreme Court or executive orders emanating from the President. In between these two extremes, however, are the following:

1. The implementation and maintenance of policy uniformity as it relates to all levels of staff
2. Establishing policies that can be comprehensive, uniform, and require minimal changes
3. Adjusting to policies issued by outside agencies
4. Establishing and maintaining policies within the framework of collective bargaining agreements
5. Diversifying policies to maintain pace within a changing society

Cooperative Vocational Education Programs

Gail Trapnell*

"Facilitating career development is the pervading purpose of cooperative vocational education. Though the emphasis on particular program objectives may vary widely from one vocational field or level to another, each objective will contribute in some way to the career development of the students enrolled" (Meyer, Crawford, and Klaurens 1975). If one of the objectives of career education, or education in general, is to enable the student to make decisions and plans which will contribute to a satisfying and successful career, then cooperative vocational education can play a major role in the achievement of this goal. By providing experiential learning via cooperative vocational education, training is related to the interests and goals of the students, and to the availability of employment opportunities. Educational benefits are maximized in this way.

Cooperative vocational education is "a plan of instruction in which the school and the employer *cooperate* in a program" to prepare students for given occupations or occupational clusters. It is an instructional plan in which specific knowledges, skills, and attitudes are developed in the classroom and are applied and refined in an actual job situation. The classroom instruction and on-the-job experiences are organized cooperatively so as to achieve the highest degree of relevancy, immediate application, and continuous feedback.

"The primary purpose of cooperative vocational education is to help individuals learn the competencies needed in making satisfying and satisfactory work adjustments" (Meyer, Crawford, and Klaurens 1975). It is not only important that the student receive satisfaction from his/her educational experiences, but that the work of the student be satisfactory to the cooperating employer. This represents a change in emphasis from one of focusing on the satisfaction of employer needs to satisfying the needs of both the employers and the students. Such emphasis requires that considerable attention be placed on both current and future work adjustments if the student is to be "in harmony with his entire work-related world" (Meyer, Crawford, and Klaurens 1975). The degree to which work adjustment is achieved is assessed on the basis of two primary indicators: "the 'satisfaction' of the individual and the employer's evaluation of the 'satisfactoriness' of that individual's work performance" (Meyer, Crawford, and Klaurens 1975).

In the development and implementation of the cooperative plan of instruction, emphasis is placed on learning by doing. However, the performance of job tasks by itself may have little relevance unless the learning is carefully planned and articulated into a composite of meainingful educational experiences. These should directly contribute to the attainment of the individual's career goals. Attention is given to both theory and its application in an actual job environment.

Cooperative vocational education is based on the premise that students learn most effectively by doing and when they are engaged in direct purposeful experiences. Dale's "Cone of Experiences" gives further credence to this concept as he suggests that learning is most effectively enhanced when the instruction incorporates direct experiences which actually or most closely approximate the learning outcomes sought. Such experiences are provided in cooperative vocational education through classroom activities, job assignments, supervised occupational experience, and student organizations.

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Another philosophical premise in cooperative vocational education is that the value of direct purposeful experiences is enhanced when opportunities are provided for reflection and interpretation. The cooperative plan of instruction incorporates this. Time to reflect on the experiences and to interpret their value and meaning is provided within the classroom setting as well as through individual and group counseling sessions.

Preliminary Administrative Considerations

Prior to the development and implementation of any cooperative learning effort, a firm philosophical base must be established, a variety of basic factors must be given extensive administrative consideration, and adequate planning time must be provided to assure quality control.

Expected Student Outcomes

In order to achieve unity of purpose among those concerned with a local cooperative vocational education effort and to maintain harmonious operation, a carefully planned statement of expected student outcomes is necessary. According to Crawford, Meyer, and Klaurens, the "selection of local program purposes and determination of program objectives are the most crucial steps in cooperative vocational education planning" (Meyer, Crawford, and Klaurens 1975). Careful appraisal of economic and human resources, student needs, and employment opportunities are important prerequisites in the formulation of program purposes and expected student outcomes.

Three primary factors in formulating a statement of expected student outcomes are the needs of the students to be served, the requirements of the occupations for which training is pursued, and the capabilities of a good citizen-worker.

Factors which influence the expected student outcomes are: characteristics of the students to be served, educational achievement level of the program, availability of vocational course offerings, and the characteristics of the local community and the individual school.

Determining Form and Type of Program

A wide selection of cooperative education experiences should be available to serve the needs of students of different abilities, career interests, and aspirations. This includes the gifted, the disadvantaged, the handicapped, the nonprofit private school students, and the dropouts.

The identification and selection of alternative instructional plans is the joint decision of all cooperating parties including employers, employees, parents, community agencies, the student, and the school representatives. These participants should consider the vocational education offerings of the entire school, the geographical area, and the state, and plan in terms of program articulation and future program development. All educational levels and classifications of students should be taken into account before deciding to initiate a specific program in a particular school.

The justification of using cooperative vocational education should be determined through the use of follow-up studies; using an analysis of the needs and interests of students currently enrolled in a given school; after measuring employer interest and support of the program; and after considering the compatability and extensiveness of similar instructional plans offered in the school and/or by other agencies in the community.

The career interests of the students to be served by a program are one of the primary considerations in planning the classroom instruction and placing students in training jobs. A strong cooperative vocational educational effort is dependent on sound vocational guidance that is based on career development beginning in the grade school.

The occupations for which training is provided should reflect existing career opportunities "susceptible to promotion and advancement" including consideration of new and emerging occupations.

The length of a cooperative vocational education experience should be determined by the length of time it takes a student to develop a desired level of competency in his/her chosen field rather than by some arbitrary time standard.

Cooperative education experiences offered to students with a variety of career interests should be available at the lower grade levels. Such programs should transcend occupational fields in an effort to give students broad experiences on which to base occupational choice.

Cooperative education experiences offered to students with similar career interests, e.g. secretarial, trades, marketing, or agriculture, should be offered at the upper grade levels.

Ancillary Services

To be effective on a continuing basis, ancillary services, including inservice teacher education, supervision, development of curriculum materials, evaluation, and research for the improvement of the total program, must be provided. Such services must be provided at the state and local level to the extent necessary to assure quality in the cooperative vocational education programs.

Effective supervision is needed to maintain quality in cooperative vocational education and to achieve the appropriate extention of programs. The major functions of supervisory staff include: (1) planning and budgeting, (2) communicating goals and plans, (3) developing personnel, (4) evaluating programs, (5) reporting results and activities, (6) coordinating activities and groups, and (7) assisting teacher-coordinators.

Planning Time

Adequate planning time must be provided in the development of a program to gather essential data needed to justify the program, obtain the necessary support of and advice from the employment community, identify and counsel students who can profit from the instruction, employ personnel, organize and work with advisory committees, and provide facilities and instructional materials.

Continual Improvement

To assure the relevancy, effectiveness, and efficiency of the cooperative vocational education experience, continuous improvements must be made. These would include provision for adequate supervision; professional development of staff; procurement and/or revision of instructional materials; and evaluation of the program's organization, the nature of the offerings, physical facilities, the adequacy of the instructional staff, materials, and activities.

Essential Program Components and Provisions

The participants involved in the design of cooperative education programs must incorporate a number of specifically identified components deemed essential in the establishment of a bona fide cooperative vocational education experience.

Advisory Committee

An active advisory committee approximating equal representation from management, labor, and community groups should serve in an advisory capacity in the cooperative vocational education effort. The committee should focus its attention on such activities as curriculum and facility design, program organization, student placement, the identification of employment needs, and program evaluation.

Qualified Personnel

Cooperative vocational education personnel should be qualified by having occupational experience in the area(s) which they will coordinate, an understanding of the requirements, demands and atmosphere of the work situation of their students, and a sincere interest in the career development of their students.

An investment should be made in the identification, recruitment, training, and salaries of cooperative vocational education personnel in order to improve and expand existing instructional programs and to extend these programs to individuals who have not been served.

School Facilities

School facilities which support the development of occupational skills must be provided for cooperative vocational education programs. Although facility needs will vary, many of the competencies required in an occupation or occupational cluster must be developed in the school setting before the student can apply them on the job. Practice prerequisites in the operation of specific equipment and/or the development of given occupational competencies will influence the selection and design of school facilities.

With emphasis on job satisfactoriness, students without general employability skills may not survive very long in a cooperative job setting. General employability skills must be developed in the classroom prior to job placement. If maximization of instructional outcomes is sought, certain materials and equipment become a requirement.

Identification of Students

It is important that the student identify a career interest in the occupational area for which instruction will be provided. The identification of a career interest should be made objectively, following participation in some type of career orientation and/or career exploration activity or program. Depending upon the level of instruction offered, prerequisite competencies may be required for admittance into the cooperative vocational education experience. The identification of students for enrollment in a particular program can be achieved more effectively when "(1) the purposes of a program are understood by all participating partices, (2) students are informed about occupations and their own needs, goals, interests, and capabilities, and (3) the teacher-coordinator has a well-defined set of policies and procedures" for identifying the program participants. Depending upon the nature of the cooperative vocational experience, the students must be of legal age.

Classroom Instruction

Classroom instruction should be directly related to the student's needs on the job. The competencies required in a given occupation or occupational cluster become the basis for the instructional program. In addition, adjustment competencies related to the job environment, and competencies related to the student's understanding of his/her abilities and interests should also be included. Time should also be provided for reflection on the types of experiences encountered on the job, as well as for the interpretation of the value of those experiences in the student's career development process.

Selection of Training Agencies

Training agencies should be selected with due consideration for the regulations regarding the employment of minors and safety factors, and must be covered by workers' compensation and disability insurance. In selecting suitable training agencies, consideration must be given to "(1) the potential of the training agencies to help students develop technical competencies required in the occupation of their choice; (2) the potential of the training environment for cultivating career development competencies; (3) the potential of the training agencies' personnel to assist in the student's occupational adjustment; and (4) the previous record of the training agencies in training cooperative vocational education students and other beginning workers" (Meyer, Crawford, and Klaurens 1975).

Student Placement

The placement of a student within a given training agency for a specific experience or experiences is critical to the success of the program. Effective job placement is crucial not only for the career development of the individual student, but for the continued support and participation of the training agency in the program. To assure success, a student should not be placed on a cooperative training experience until he/she demonstrates a sufficient degree of maturity, responsibility, and basic employability skills. Matching an individual student with an actual job situation within a training agency should be based on the student's needs and interests, the potential of the training experience to meet those needs, the employment requirements of the individual training agency, and the potential satisfactions which the student and the employer might receive from the training situation.

Training Sponsors

A qualified employee of the cooperating firm employing the student should be identified as a training sponsor. The training sponsor should assume the responsibility of directing the student's experiences and providing such supervision as may be required on the job. The training sponsors "should have the ability to adapt job instruction to the learning style and capabilities of the student. They should be skilled in human relations and be sensitive to the students' needs for recognition and guidance. The training sponsors' ethics and work habits should serve as models for the students to emulate" (Meyer, Crawford, and Klaurens 1975).

Training Agreements

Written training agreements should be developed which establish the boundaries within which the school and the employer will function. Such an agreement should specify the roles and responsibilities of all parties involved in the cooperative arrangement.

In developing cooperative arrangements and training agreements, provisions should include one that assures that students will not displace regular employees performing similar work.

Training Plans

A training plan outlining the kinds of experiences to be assigned on the job, those to be provided in the classroom, and the supervision to be offered should be prepared cooperatively by the parties involved. The training plan focuses on the student's identified career interest and serves as a guide to the training sponsor, the teacher, and to the student. It also provides a basis for the evaluation of the student's demonstrated ability to perform.

Student Wages

Since, to assure success, a student should not be placed on a cooperative training experience until he/she demonstrates a sufficient degree of maturity, responsibility, and basic employability skills, it may be concluded that the student should participate in the cooperative training experience as a productive employee. The contribution of such productivity to the workplace should be recognized in the form of equitable wages. Students employed in firms involved in interstate commerce should be paid at the established hourly rate in accordance with Child Labor Laws.

Credit

As an integral part of a cooperative vocational education program, the experience component should be recognized as contributing to the achievement of learning outcomes and should be awarded academic credit. To receive credit for this aspect of the program, the student should have a satisfactory job evaluation as outlined in the student's training plan. The evaluation should be conducted cooperatively by the training sponsor and the teacher-coordinator.

Program Evaluation

The cooperative vocational education program should be continuously evaluated on the basis of student performance, employer reaction, and attitudes of parents, guidance counselors, school administration, labor, and community groups. Regular assessment of each program's strengths and weaknesses using systematic evaluation procedures will result in positive change based on informed decision making. Such an evaluation must be congruent with the identified goals of the program and may include such factors as outcomes, cost-benefit analyses, and program characteristics.

Summary

The cooperative plan of instruction has become established as a viable vehicle for the development of competencies required for gainful employment. It is a major contributor to the career development of students as it enables them to make satisfying and satisfactory work adjustments. It enhances the learning process incorporating direct experiences which closely approximate the learning outcomes sought. Its record of high placement, high employment stability, and high job satisfaction are enviable.

To achieve any measure of success, however, adequate time, attention, and consideration must be given to the establishment of a philosophical base for the design of the effort, and to the identification and incorporation of those program components which are essential to success.

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Rules, Reason, and Legal Responsibility of the Walkabout Model

Gary L. Phillips*

As a director of an alternative program, I am confronted daily with questions regarding the legal liability of our school district programs and staff members. As curricular innovations and unique learning activities are suggested or attempted, each one seems to heighten the pressing question of liability. At educational workshops where program innovations are discussed a predictable response from the audience is "But aren't you afraid of a lawsuit?" This fear, while real, is often used as a needless constraint to program change.

As I look at statutory case law, I find few clear precedents to guide us. There undoubtedly will be test cases relating to alternative programs involving community-based instruction, internships, independent-contract instruction, foreign travel for credit, multiple campus, etc. Frankly, I would prefer that the test case involve some alternative program other than our own.

To respond to the appropriate question noted above, yes, I am afraid of a lawsuit. Some of the walkabout experiences in our program affect my sleeping patterns. I am concerned about the liability issue and the safety of the students involved. However, safety and legal concerns must be balanced against doing what is educationally appropriate for a group of students. If the priority of school programs is to avoid lawsuits, then students would be seated alphabetically in neat rows with the teacher in front firmly in control for each fifty-five minute period.

Curricular innovation is high risk not only in legal terms but in other ways as well. Often personal and professional survival in each daily crisis depends on *situational decisions* for which there is little clear legal precedent, no board policy, and no handy commandment in the administrative handbook.

In response to concerns from the teachers in our program and my own insomnia, we hosted an inservice series led by Jon Bailey of the Indiana Department of Public Instruction, Crisis Prevention Division. The following statements resulted and are used as guides for our staff when designing and implementing learning activities. We have taken some license with the interpretation and articulation of legal statements in an effort to communicate them in a practical way to staff. These statements are intended only as a guide for prudent staff decision making in unprecedented situations, and cannot substitute for the advice of administrators and legal council in difficult situations. The following guidelines are based on the Burns Statutes of Indiana Law and may not be totally applicable to other states.

Our general concerns involve the four R's of "reason," "rules," "responsibility," and "relationship."

1. ***Reason***—Has the staff member taken reasonable precaution to make the activity as safe as possible? This means predicting obvious potential hazards and designing precautionary measures. Has the staff member behaved in a reasonable manner in designing and implementing the activity? For example: a reasonable person would not permit a parent who had obviously been drinking or a student with a history of accidents to drive other students to a community-based field experience.

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2. **Rules**—Are there laws, board policy, or school rules involved in the activity? Consider the following, for example: students are not to be released from class without a pass. Many times there are guiding policy statements or even legal precedents. These must be respected when there is clearly evidence of potential violation in a situation. For example, any paid employee (teacher or paraprofessional) who regularly transports students as a major part of his/her job description is required to have a chauffeur's license.

3. **Responsibility**—Has the staff member exhibited responsible action in designing and implementing an activity? This means designing a plan which includes informing students and parents of the safety hazards, designing rules, and enforcing penalties for rule infractions. The teachers in charge of an activity need not always be physically present unless teacher presence is necessary to student safety, but they must design a plan and inform students and parents of the rules. For example, any activity carried on near water should include a statement of the hazards, rules regarding swimming, and the teacher's responsibility for enforcing the rules.

4. **Relationship**—Has the staff member established a relationship with the students and parents so that student behavior in a situation can be predicted and parent reaction to unforeseen events anticipated? Where parent, student, and teacher relationships are intense, responsibility becomes a shared process. This does not excuse teachers from their legal duty; however, it does serve to minimize the parent reaction in the event of an accident. For example, a written permission should be obtained from parents for each activity. While this is of questionable legal value in legal action, it does establish that parents were informed of the activity and granted consent (to participate, not to *waiver* of teacher's responsibility). This written statement forces some communication between the staff member and the parent regarding the activity and may reduce the chances parents will initiate legal action. It may favorably impress the courts should legal recourse be sought by the parent.

The following are more specific satements that serve as guides for staff.

1. The teacher has a duty to students (and parents) to use reasonable means to minimize foreseeable risks. For example, permitting students to experiment unsupervised with dynamite or dangerous chemicals might be a breach of duty.

2. Courts often will balance the risk of an activity against the educational value. This permits some subjective value judgments for each activity. For example, on a recent trip to Washington, D.C., students were robbed. While this is probably a foreseeable risk of a trip to the inner city, it is probably outweighed by the educational value of student activities while on that intensive experience (at least where the possibility of a mugging was minimized by adequate supervision).

3. To prove negligence, there must be a duty implied (which there is between teacher and student); there must be a breach of that legal duty; and the breach must be legally recognized as proximate cause of provable damage.

4. The legal test for teacher negligence is:

   a. Would a competent teacher foresee the hazard?

   b. Could a competent teacher have prevented harm without destroying the educational value of the experience? (highly subjective)

   c. Would a wise teacher undertake activity *at all*? For example, teachers are not responsible for freak accidents which are not foreseeable or not preventable by reasonable means.

5. Schools are not accountable for everything that can and does happen to students during school hours. Recently in our program, for example, students raised popcorn in a rural setting as a part of a science project. In shelling the corn by hand, a kernal lodged in the ear of a student and had to be removed by surgery. The reverse of number 4 applied here. A teacher is not responsible for that which they cannot foresee nor for what they can foresee but cannot prevent with reasonable means. (Ultrahazardous activities are exceptions.)

6. Informing parents of an activity does not constitute waiver of responsibility, but puts them on notice. The legal effect of a signed permission slip from parents is questionable, but the value is that the parents are informed which may reduce the possibility of parents initiating action or weaken their position with the courts should they initiate action.

7. Community-based activities are generally valid through an "extended classroom" clause of the law.

8. Alternative programs carry an implied risk by their very nature. Since participation is voluntary on the part of both students and parents, both assume a greater risk to student safety as a part of agreeing to program participation. For example, a student who joins the school football team assumes a greater risk to safety than if the same student joins the school choral group.

9. Two areas where schools (teachers) have liability exposure are:

   a. dangerous activities (making dynamite, mountain climbing, skydiving, transportation accidents)

   b. activities done dangerously (trampoline without spotters, use of alcohol or drugs during an activity, normal activities with inadequate supervision)

10. If you can foresee a risk or hazard, you should—

   a. inform students and parents of the hazard or risk;

   b. design a plan with safety rules (in writing);

   c. make a reasonable effort to enforce the rules with penalties for known infractions; or

   d. skip the activity altogether.

11. In case of an accident, the teacher has a duty to apply medical care until professional help can be given. However, do not do anything beyond emergency care. For example,

do not supply aspirin or other medication. Teachers should not attempt to provide medical treatment except where necessary to preserve a student's health until professional medical help arrives. It is generally unwise to go beyond maintaining a student's condition unless the delay in applying treatment itself will cause serious danger or irreparable harm to the student. When working with students, teachers should always know the closest source of professional medical assistance. Parents should always be immediately notified of any injury to their son or daughter.

12. Students may drive their own car on a school-sponsored activity unless a danger is foreseeable or there is a school rule to the contrary. An example of a foreseeable danger would be the student who is known to be a reckless driver or is known to be under the influence of alcohol or drugs.

13. Regarding the custodial function of schools, teachers are not liable simply because they are not present to prevent injury; but teachers would be liable if the hazard was foreseeable and they did not take measures to prevent it. For example, students may be excused from the custody of your classroom for independent or community activities where no school supervision is provided. Teachers need not be with them but must know where they are (or are supposed to be) and anticipate harm and take reasonable care to prevent it.

14. Nonschool community supervisors bear the same responsibility as school personnel. However, noncertified personnel may risk being sued as individuals without protection of school liability insurance unless expressly covered by a school board agreement with an insurance carrier where individuals are generally considered agents of the teacher in charge and of the students.

15. Teachers are not usually legally liable for (immoral-moral) activities of students in their custody unless the activity involves illegality or a violation of school rules. For example, knowingly permitting students to kiss or embrace may raise ethical concerns, but not legal ones; while permitting students to consume alcohol would constitute a breach of duty.

16. An additional concern of teachers should be the violation of the statutory rights of students in the course of protecting students from injury.

The Experience-Based Career Education Program

Ron Nelson*

Experience-Based Career Education (EBCE)[1] is a total alternative to the regular classroom. It is designed to enable a cross section of high school juniors and seniors to explore careers for one or two semesters while earning elective credit. Three components make up Fond du Lac's EBCE program: career development, academic development, and community development. (See Attachment No. 1 for chart of component breakdown.)

The Career Development Component

Students complete a series of four self-assessment inventories which gauge their interests, activity/situation preferences, and aptitudes. These inventories are keyed to the Department of Labor's sixty-six "worker trait groups" and subsequently to 22,000 jobs. EBCE students then choose specific jobs and resource persons in the Fond du Lac community related to their chosen worker trait group. The students work with these resource persons four days per week. Rather than working the hours of the school day, students follow the resource persons' schedules as this provides a more realistic exposure to the working world. Exceptions are made when students have part-time jobs or are participating in after school activities. There is no pay for their work experience, but students are given elective credit. Since this is an exploration program rather than one aimed at skills development, students are encouraged to explore several jobs. During a semester, an average of five jobs is explored.

The Academic Component

The students spend one day a week in-house working with their learning coordinators (LCs) on academic subjects. A vacant elementary school has been converted into a center for alternative and special programs thus, the EBCE students and staff are removed from the local high school setting. The academic portion of EBCE is totally individualized and operates on a ratio of 20:1. Students and learning coordinators work together to develop learning plans called activity sheets, which usually cover a one-week time period. Students receive points for each activity sheet, which go toward the awarding of elective EBCE credit. The number of points awarded is dependent on the amount of work involved and the number of discipline areas touched upon (Natural Science, Mathematics, Social Science, Career Education, English/Communications). The average activity sheet is worth 20 points, and students write two activity sheets per week. Through the process of trial and error, we have determined 250 points equal one credit. All EBCE students must work for two credits per semester; they may earn 2.5 credits if they choose. In addition, they are required to complete activity sheets on six different life skills (e.g., banking, nutrition, taxes, government, etc.) per semester. Each activity sheet is evaluated on three areas: goal, inquiry (decision-making skills), and product. Letter grades are given only at the end of the semester; nine-week evaluation takes the form of a conference with the parents and students. Because we do not grant required academic credit, students who need such credits are allowed to take one class at the local high school per semester in order to meet graduation requirements. Senior level participants in Fond du Lac's EBCE program complete the majority of their graduation requirements in the junior year.

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*Ron Nelson is Project Director of the Fond du Lac, Wisconsin Experience-Based Career Education Program.

[1] Fond du Lac, Wisconsin, was granted federal funding in 1976 under Part D of the Vocational Education Act of 1963 to become a demonstration site for the National Institute of Education's Experience-Based Career Education Program as developed by the Appalachia Educational Laboratory (AEL) model project.

The Community Development Component

Enlisting and maintaining the cooperation of experience sites, and analyzing the learning opportunities available at these sites is the job of the placement coordinator/site analyst. This person matches students with appropriate experience sites, and orients the resource persons and contact persons to the objectives of EBCE.

A community advisory council, made up of representatives of local business and industry, education, labor unions, and parents, has played a very important role in the development of Fond du Lac's EBCE program. The volunteer chairperson of the advisory council is a woman dedicated to improving the quality of education in the community. She has spent many hours developing agendas, talking to local leaders and chairing our meetings. She recently wrote and narrated a slide/tape overview of EBCE in Fond du Lac.

The advisory council has helped to open up experience sites which initially were difficult to enlist, and it has sponsored a recognition picnic for resource persons. A council member who is the editor of the Fond du Lac *Reporter*, has provided excellent news coverage. Because we feel it is important for the council to maintain contact with the students, we have a student guest at each council meeting. The student's overview of his/her experiences proves to be the highlight of these meetings.

Unique Characteristics/Outcomes

Large groups. One day per month, all sixty students meet for a large group presentation which focuses on topics ranging from labor unions to mental/physical health. These groups help to foster a sense of comradeship and belonging among the students and staff.

Sex-role stereotyping. Our project has also shown significant gains in increasing student awareness of sex-role stereotyping and its possible effects on their lives and career choices. This has been done through encouragement of nontraditional career exploration and constant reinforcement of the idea of relying on interests and aptitudes rather than traditional role choices in making career decisions.

Positives out of negatives. The exposure to the realities of the work world is the primary goal of EBCE. In many cases, the negative reactions students have to a particular job turn into the most positive experiences. Learning coordinators use these negative reactions to help students analyze their career goals. Often students have very unrealistic concepts of particular occupations. A student may decide that although working on cars is still enjoyable as a hobby, the idea of being immersed in grease, oil, and dirt eight hours a day is not appealing. The thought of working with animals is an attractive one to many students, but some find they have neither the science background nor the dedication to complete the extensive schooling necessary to become a veterinarian.

Student maturity. The outcome which is most difficult to document statistically, but which is readily discernible to all concerned is the growth of student maturity. Students are treated as adults, both in the school and the community. An indication of this is that staff, most resource persons, and students are on a first name basis. Consequently, EBCE students develop the social skills necessary to handle themselves in the adult world. They are able to feel at ease conversing with adults, a definite asset, particularly when interviewing for a job. EBCE students often find themselves beyond the level of students at the regular high school who, they feel, are only concerned with trivial things. Our students often tell us that they have never worked as hard or gained as much in school as during their EBCE experiences.

Student handbook. Policy handbooks do not come automatically with pilot programs. They must be developed. It would be nice to think that the creation of a handbook is an orderly process. However, this is generally not the case. Usually it develops crisis by crisis. A conflict or a challenge rallies the staff together for a hasty meeting and a quickly agreed-upon pronouncement. Of course when the ruling is presented to the students it carries the weight of the ages, as the learning coordinators keep their fingers crossed, hoping it will float. One by one the temporary rules are added to the list and codified. At the end of the year they are officially institutionalized and chiseled in stone. The handbook emerges.

The handbook reflects the basic philosophy of EBCE: every student is responsible for his/her own actions independent of influences from peers and job sites. The rules reflect the expectations of the world of work and society in general. The punishments are also commensurate with those exacted from all mature, capable adults. The students can readily see the relevance of the rules with those confronted on their experience sites.

Discipline. EBCE programs offer a unique opportunity for staff to utilize creative techniques with disciplinary problems. Because the learning coordinator and student meet on a one-to-one basis their relationship is inherently different from that between the classroom teacher and pupil. The learning coordinator and student can build a personal and professional relationship which adds a new dimension to discipline. Oftentimes on the strength of the ties developed between the learning coordinator and the student, undesirable behavior is amended without having to resort to the handbook and spelling out rules and punishments.

Personal discipline should be a natural extension for the learning coordinator. The students already participate in controlling their job site selection and academic direction. Why not carry this control to the disciplinary situation? It may take more time to use this approach and the situation does not always allow for it, but in most cases the effort is well worth it.

Materials. During the past two years as we have implemented the EBCE concept, the materials have been constantly revised. This past summer the entire set of AEL/EBCE materials was revised by our staff to fit our needs and those of the other local districts which will be implementing EBCE. These decisions were made with input from everyone. We have now entered the training phase of our project and are working to maintain staff unity and familiarity with all phases of operation.

Dependency upon federal dollars. When a program such as EBCE is developed and implemented through the use of federal monies, there is always the problem of what happens when funding is not available. An assurance of the continuation of EBCE in Fond du Lac was written into the original proposal. The local school district has picked up the salary of one learning coordinator each year. Thus, at the end of year three, the financial impact of establishing EBCE in the district will be minimal.

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Dissemination. Fond du Lac initiated an extensive effort to disseminate program information at the beginning of our second year. We have worked closely with the state Department of Public Instruction to let other school districts in Wisconsin know about this alternative curriculum.

Training/technical assistance. Through our training program we have encouraged the adaptation of EBCE to the needs of the adopting district. Because of its individualized nature, effective adaptations are being implemented in the following areas:

1. Department of Vocational Rehabilitation (Career and Community Components)
2. Exceptional Education
3. Ninth grade short-term career exploration
4. CETA Youth Work Experience

Our trainer/technical assistant works with the adopting districts on needs assessment, then collaborates with local program directors to develop a time line and a training plan for that district.

In summary, we have found the individualization of EBCE allows us to be flexible enough to meet each student's needs within the framework of locally developed guidelines. The key is individualization; each student and staff member is a person whose needs are important, whose opinion is worthwhile, and who is to be treated with respect.

EBCE

Career Development	Academic Component	Community Development
1. Assessment of each student's ***career interests, preferences, and aptitudes.***	1. Assessment of each student's ***academic needs and interests.***	1. Establishing and working with advisory group.
2. Determining general ***career clusters*** or areas that relate to interests, preferences, and aptitudes.	2. Determining ***general courses or areas of study*** related to each student's academic needs and interests.	2. Enlisting and maintaining cooperation of sites.
3. Selecting and placing students in ***specific jobs*** and ***work situations*** relating to interests and aptitudes.	3. Establishing ***goals and objectives*** that relate to each student's academic needs and interests.	3. Analyzing and documenting learning opportunities at sites.
4. Developing appropriate ***career exploration activities*** for each student.	4. Developing appropriate ***learning activities*** (projects) for each student.	4. Organizing or clustering placement "spots" into accessible groups.
5. ***Monitoring and evaluating*** each student's career development ***on a regular (i.e., short-term) basis.***	5. ***Monitoring and evaluating*** each student's academic development ***on a regular (i.e., short-term) basis.***	5. Matching students to appropriate placements.
6. ***Evaluating*** each student's career development (e.g., knowledge, learning skills, decision-making skills, attitudes) ***on a periodic (i.e., long-term) basis.***	6. ***Evaluating*** each student's academic development ***on a periodic (i.e., long-term) basis.***	6. Orienting site personnel to program.

ABSTRACTS OF EXEMPLARY PROGRAMS

In conjunction with the Experiential Learning: Issues and Guidelines Project (ELIG) the research staff at the National Center for Research in Vocational Education studied over 250 experiential learning projects. Many of these projects reflected assertive and innovative programming in the field of experiential education. These abstracts have been selected from the collection of program descriptions compiled in the course of the ELIG research. Selection of programs for this section was based on evidenced innovation, stability, and effectiveness. Some attention was given to including a representative cross section from the seven programmatic categories identified in the "Overview." This chapter is included as a resource for policy makers and coordinators involved in designing and updating experiential learning options.

ABSTRACT 1

PROGRAM-ADDRESS	The Academic Internship Program West Charlotte High School 2219 Senior Drive Charlotte, North Carolina 28216
PURPOSE	To make learning more meaningful. To explore areas of career interest. To create awareness of community. To develop human relations. To promote resourcefulness and self-direction. To motivate students to higher education. To promote better relations between the school and community.
NATIONAL MODEL	None
PUBLICATION	*The Great Exchange. Second Annual Evaluation Report* by The Learning Institute of North Carolina at Durham, July, 1977. *Third Annual Evaluation Report* will be available soon.
TOTAL ENROLLMENT	Two hundred fifty-seven students participated during the 1977-78 school year.
FUNDING SOURCE	The program has been funded with ESEA, Title IV monies, and is being picked up by the local school district for 1978-79.
POPULATION SERVED	The participants are primarily college-bound juniors and seniors.
SELECTION PROCEDURE	Students apply for the program or interview with the coordinator.
PLACEMENT PROCEDURE	Student requests placement in a particular occupation. The student and coordinator work together to locate an appropriate placement in the community.
PAY	Participants are not paid.
TIME AT WORK/ LEARNING SITE	Internships range from 40 to 150 hours. Six hours per week is the minimum time that can be spent on an internship. Some students intern 12 to 15 hours per week.
GRADUATION CREDIT	One hundred fifty hours of job site involvement is equivalent to one credit. Partial credit is available. Students may take a letter grade or pass/fail for work experience participation.

Reviewed by Joyce K. McSpadden

EVALUATION OF PARTICIPANTS	Students are evaluated by faculty sponsors selected by the individual interns. These sponsors usually are affiliated with the academic department most closely related to the intern's work assignment. The community sponsor mails an end-of-term evaluation which is given to the teacher sponsor who awards credit.
COST	The program budget is $41,650 per year, most of which goes for salaries.
SUPERVISION AT COMMUNITY SITE	The community sponsor agrees to orient the enrollee, provide meaningful work tasks, and keep attendance records.
BUSINESS, LABOR, COMMUNITY INVOLVEMENT IN PROGRAM POLICY MAKING	The Academic Internship Program is monitored by an advisory council.
ORIENTATION FOR:	
New Coordinators	
Enrollees	The internship coordinator conducts a student orientation at the beginning of each semester.
On-the-Job Supervisors	A *Sponsor's Handbook* is provided to assist employers in preparing for the internship.
COORDINATION WITH CLASSROOM INSTRUCTION	There is no affiliated class. The student meets weekly with the teacher sponsor to discuss goals. Many students prepare a classroom presentation to share internship learnings.
REAL WORK CREDIT FOR EXPERIENTIAL LEARNING ACTIVITIES	
PROGRAM GUIDELINES	The program is highly individualized. The primary guidelines are as follows: (a) training must be for the benefit of the student, not the employer; (b) students must not replace workers and must work under their supervision; (c) students are not guaranteed a job when the internship terminates.
LEGAL PROBLEMS	
TRANSPORTATION TO JOB SITE	Interns provide their own transportation to the work sites.

FOLLOW-UP STUDIES

COMMENTS

The program has recently been expanded to other Charlotte high schools under the auspices of the same director-coordinator.

ABSTRACT 2

PROGRAM-ADDRESS	Alternative High School Program BOCES Service Center 2 Pleasant Avenue West Lancaster, New York 14086
PURPOSE	To offer students an individualized opportunity to investigate career options and explore areas of special interest. To develop in students the ability to function effectively as a contributing member of the community. To demonstrate service, cognitive skills, inquiry skills, personal growth, communication skills, self direction and individual responsibility.
NATIONAL MODEL	None
PUBLICATIONS	*Alternative High School Program: Annual Report*, 1977-78.
TOTAL ENROLLMENT	In 1977-78, 82 students were involved in the part-time program and 43 in the full-time program. Since the program's inception in 1973, 600 students have participated.
FUNDING SOURCE	The program is funded by twelve participating school districts with support from the Board of Cooperative Education Services.
POPULATION SERVED	The majority of participants are first or second semester high school seniors who are interested in investigating a professional career.
SELECTION PROCEDURE	Students self-select participation.
PLACEMENT PROCESS	Currently 300 different internship sites are available, most in professional occupations. New enrollees work individually with a placement coordinator and a counselor to either match placement with the student's career interest or to develop a new, appropriate internship.
PAY	Participants are not paid.
TIME AT WORK/ LEARNING SITE	Full-time participants spend six hours per day, four days weekly at the job site. The fifth day is devoted to home school conferences, seminars and research projects. Part-time participants spend mornings in courses at the home school. Two afternoons per week are spent at the internship site. One afternoon is devoted to a group seminar and the remainder of time is allotted for individual community-based research projects.

Reviewed by Marian A. Armstrong.

GRADUATION CREDIT	Students generally receive 1½ semester credits for half-time participation and 2½ semester credits for full-time participation. Project credits are granted in English and Social Studies or Alternative High School Credit.
EVALUATION OF PARTICIPANTS	Evaluation is done by the sponsor, the coordinator, and the student at mid-semester and the end of the semester. Students receive a grade based on this threefold input—as well as progress on goals and individual projects.
COST	The cost per student is: (a) part-time student $325 + $72 administrative costs; and (b) full-time student $650 + $72 administrative costs.
SUPERVISION AT COMMUNITY SITE	The student is supervised by the internship sponsor as well as through on-site visits by coordinator and conference calls.
BUSINESS, LABOR, COMMUNITY INVOLVEMENT IN PROGRAM POLICY MAKING	An advisory council composed of representatives from business, labor, and community will be formed this year.
ORIENTATION FOR:	
New Coordinators	
Enrollees	Individual and group meetings are held for interns during the summer to discuss placement and a variety of community programs. An orientation seminar for all interns is held the first week of the program.
On-the-Job Supervisors	Sponsors provide orientation.
COORDINATION WITH CLASSROOM INSTRUCTION	Students meet in seminars one or two days weekly to reflect on the week's events, assess progress, and analyze problems. Often public officials attend these sessions to discuss issues from their perspectives.
REAL WORK CREDIT FOR EXPERIENTIAL LEARNING ACTIVITIES	This depends on the individual agency.
PROGRAM GUIDELINES	The coordinators establish program objectives and guidelines with the assistance of an Alternative Programs Advisory Committee composed of instructional administrators from each participating district.

LEGAL PROBLEMS	
TRANSPORTATION TO JOB SITE	Enrollees provide their own transportation. Enrollees are encouraged to investigate public transportation and all possible transportation resources before entering the program.
FOLLOW-UP STUDIES	
COMMENTS	Enrollees provide community service in the form of two special projects. In the past year they undertook a massive drive to register graduating seniors to vote. They also ran a weekend children's center at the Albright-Knox Art Gallery.

ABSTRACT 3

PROGRAM-ADDRESS	Building Construction Program Community College of Allegheny County College Center North 111 Pines Plaza 1130 Perry Highway Pittsburgh, Pennsylvania 15237
PURPOSE	To meet the educational needs and human energy development needs of the western Pennsylvania union building construction industry.
NATIONAL MODEL	This is the national model.
PUBLICATIONS	*Journeyman* Advancement through Education*, Community College of Allegheny County
TOTAL ENROLLMENT	Approximately 850 apprentices are enrolled as quarter time students, and 85-100 journeymen are half time students.
FUNDING SOURCE	The program is financed through the community college budget.
POPULATION SERVED	The students, age nineteen to sixty, are enrolled in courses in conjunction with the building trades apprenticeship and journeyman programs.
SELECTION PROCEDURE	Applicants are tested and interviewd by the joint apprenticeship committee.
PLACEMENT PROCESS	Union halls arrange apprenticeship placements. Journeymen are assisted by the Community College through employer communications to receive promotion to superintendent positions.
PAY	Wages are determined through collective bargaining. Apprentices receive a negotiated percentage of the journeyman's wage.
TIME AT WORK/ LEARNING SITE	Participants are employed full-time and attend coordinated classes in the evening.
GRADUATION CREDIT	Trainees receive college credit for building trades course work, but not for their job site activities.

Reviewed by Dan Batenburg

*generic term

EVALUATION OF PARTICIPANTS	Course instructors evaluate student apprentices through standard grading procedures.
COST	Training is free to the participants as tuition costs are covered by salary deductions which are negotiated under contracts drawn up between labor and management.
SUPERVISION AT COMMUNITY SITE	Construction site supervisors direct enrollees on the job.
BUSINESS, LABOR COMMUNITY INVOLVEMENT IN PROGRAM POLICY MAKING	The program is monitored by Joint Apprenticeship Committees and by the Construction Industry Cooperative Education Program. Labor and management have equal control over policy making decisions.
ORIENTATION FOR:	
New Coordinators	N/A
Enrollees	Orientation for enrollees is done on the first day of class by a representative from the college. "New coordinators" and "job supervisors" are promoted up through the ranks, therefore, further orientation is only done on a casual basis.
On-the-Job Supervisors	None
COORDINATION WITH CLASSROOM INSTRUCTION	Classroom instruction is directly related to the apprentice's job responsibility.
REAL WORK CREDIT FOR EXPERIENTIAL LEANRING ACTIVITIES	
PROGRAM GUIDELINES	Guidelines are established by the national or international union policy makers for the apprentice program, and by the college and employers associations for the advanced level.
LEGAL PROBLEMS	None
TRANSPORTATION TO JOB SITE	Participants must have their own transportation.
FOLLOW-UP STUDIES	Studies will be available by 1981.
COMMENTS	

ABSTRACT 4

PROGRAM-ADDRESS	Building and Grounds Maintenance Program Stanton School District 1800 Limstone Road, Stanton Wilmington, Delaware 19804
PURPOSE	To help all students explore basic careers in building maintenance, while gaining the necessary entry-level job skills in actual work situations.
NATIONAL MODEL	None
PUBLICATIONS	None
TOTAL ENROLLMENT	Thirty students participated in 1977.
FUNDING SOURCE	Instructors' salaries and facilities are provided by the school district. Student salaries are paid with CETA Youth Program funds.
POPULATION SERVED	Participants are potential high school dropouts from low income families.
SELECTION PROCEDURE	Potential participants are identified by the high school staff and are screened for CETA eligibility.
PLACEMENT PROCESS	Participants improve and maintain buildings and grounds for the school district. Enrollees are divided into six groups of five and rotated through six stations: painting, carpentry, electrical, plumbing, landscaping and general building cleanup.
PAY	Participants are paid minimum wage.
TIME AT WORK/ LEARNING SITE	During the school year students work from 3:00 p.m. to 5:00 p.m. daily after school; in the summer they work thirty-five hours per week.
GRADUATION CREDIT	If he/she performs satisfactorily on the job, the student is given one high school credit for 180 hours on the job.
EVALUATION OF PARTICIPANTS	Participants are evaluated by two shop instructors and by the chief custodians at each work site.

Reviewed by Earl E. LeDoyen

COST	The cost to the school district is that of two instructor salaries. The program is cost effective for the district because necessary maintenance work and small construction projects are completed by participants paid by CETA.
SUPERVISION AT COMMUNITY SITE	Job site supervision is the responsibility of the chief building custodian and of the two industrial arts instructors affiliated with the program.
BUSINESS, LABOR, COMMUNITY INVOLVEMENT IN PROGRAM POLICY MAKING	The New Castle County Summer Youth Program Personnel Director and the Department of Labor are involved in program policy making.
ORIENTATION FOR:	
New Coordinators	New coordinators are requested to work with the students on the jobs assigned so that they encounter some of the students' frustrations.
Enrollees	Enrollees receive a general orientation from program instructors and are specifically oriented to each job by the chief custodian or project supervisor.
On-the-Job Supervisors	
COORDINATION WITH CLASSROOM INSTRUCTION	A planned course of instruction covering the six job rotation areas is offered in conjunction with the work experience.
REAL WORK CREDIT FOR EXPERIENTIAL LEARNING ACTIVITIES	
PROGRAM GUIDELINES	The program operates under the school district's work experience guidelines and the CETA Youth Program guidelines.
LEGAL PROBLEMS	A local contractor attempted to sue the program for undertaking a small school district construction project. A compromise was reached which allows the program to undertake projects of less than $1,000.
TRANSPORTATION TO JOB SITE	Students must provide their own transportation. Allowances are made for bus schedules.
FOLLOW-UP STUDIES	The program has been evaluated by the Delaware State Department of Education.

COMMENTS

Administrative support from the local district has been instrumental in developing a successful program.

The Delaware Department of Public Instruction, through its Evaluation Department has requested an expansion of the program.

ABSTRACT 5

PROGRAM-ADDRESS	Business Experience Education Program (BEEP) Smith, Kline and French Laboratories 1500 Spring Garden St. Philadelphia, Pennsylvania 19101
PURPOSE	To expose urban high school students to a business environment through a meaningful job experience offering the opportunity to gain marketable skills and training and to earn an income.
NATIONAL MODEL	None
PUBLICATIONS	None
TOTAL ENROLLMENT	One hundred forty-eight students have been employed through the program since it was initiated in 1968. Twenty-three are currently employed.
FUNDING SOURCE	Program costs are entirely underwritten by Smith, Kline and French Laboratories.
POPULATION SERVED	Participants are black and Hispanic youth from high schools in urban Philadelphia.
SELECTION PROCEDURE	School work coordinators and teachers recommend potential participants. Five resumes are solicited for each opening. Based on career interest, attendance, school record, etc., two or three applicants are invited to interview.
PLACEMENT PROCESS	Effort is made to match student ability/interest with positions available and to maintain a balance between number of students from each cooperating school.
PAY	The current base starting wage is $2.75 per hour. Students who receive acceptable performance reviews, done twice yearly, are eligible for a 5 percent merit increase after the equivalent of six months full-time work.
TIME AT WORK/ LEARNING SITE	Participants join the BEEP project in the fall of their junior year and leave the program upon graduation from high school. They work three hours each school day. Students must attend school to work. Full-time work is available during school holidays and in the summer between the junior and senior years.

Reviewed by Lucinda D. Samler

GRADUATION CREDIT	Some cooperating high schools give students both academic credit and a letter grade for the experience; others grant neither.
EVALUATION OF PARTICIPANTS	Work supervisors file appraisals with the program administrator twice a year. Copies are forwarded to the school work-experience coordinators.
COST	The primary cost involved in the administration of BEEP is in employee time invested in the program. Students receive hourly wage compensation and paid vacation time.
SUPERVISION AT COMMUNITY SITE	Employee volunteers supervise students on the job.
BUSINESS, LABOR, COMMUNITY INVOLVEMENT IN PROGRAM POLICY MAKING	A group of interested employees serves as advisors to the program. Advisors are responsible for some group meetings and are available to counsel students regarding career concerns, work related items, and to a lesser degree, personal problems.
ORIENTATION FOR:	
New Coordinators	N/A
Enrollees	New employee orientation includes introduction to company rules, program guidelines, and plant facilities. On-the-job training is provided by work supervisors and co-workers. Semi-monthly motivation/training sessions are also an integral part of the program.
On-the-Job Supervisors	The program administrator conducts a joint annual meeting with all job supervisors and meets individually with supervisors as needed.
COORDINATION WITH CLASSROOM INSTRUCTION	None
REAL WORK CREDIT FOR EXPERIENTIAL LEARNING ACTIVITIES	Yes
PROGRAM GUIDELINES	Participants are drawn from five area "target" high schools.
PROBLEMS	None
TRANSPORTATION TO JOB SITE	Many participants attend school in the neighborhood and walk to the job site, others use public transportation.

FOLLOW-UP STUDIES	More than half of the program graduates have continued their education beyond the high school level.
COMMENTS	Several program graduates are currently full-time employees with Smith, Kline and French.

ABSTRACT 6

PROGRAM-ADDRESS	Career Education/Work Experience Education Program Fremont Unified School District 40775 Fremont Blvd. Fremont, California 94530
PURPOSE	To prepare students for career decision making by providing them with information, job site exploration opportunities, and skill training.
NATIONAL MODEL	A California state model is described in *Work Experience Education: A Handbook for California Secondary Schools.* See also: *California Association of Work Experience Educators: A Position Paper on Education and Work Experience Education.*
PUBLICATIONS	*Career Education at Irving High School,* Fremont Unified School District.
TOTAL ENROLLMENT	At Irvington High School, 475 students are involved in the Career Exploration course each semester. Three hundred are enrolled in the Work Experience option and 25 participate in the Vocational Co-op Program, often attending classes at the local Regional Occupational Center. One hundred twenty-five are involved in nonpaid exploratory programs.
FUNDING SOURCE	Programs are funded by district monies augmented with vocational education funds.
POPULATION SERVED	The programs are open to all students in the generally middle class Fremont School District.
SELECTION PROCEDURE	Students self-select the programs.
PLACEMENT PROCESS	Exploration students submit placement requests to the coordinator who then locates and develops corresponding sites in the community. Work experience enrollees often are employed when they enter the program. Coordinator contacts the employer to monitor student progress.
PAY	Exploratory students are not paid. Work experience and vocational co-op students are paid at least minimum wage.

Reviewed by Homer A. Sweeney

TIME AT WORK/ LEARNING SITE	Exploratory placements can be as short as one week per investigation. Work experience and co-op placements are more open ended. Often students remain on the job after they have ceased earning credit.
GRADUATION CREDIT	Credit is granted for all experiential programs on a prorated per hour basis. Forty of 210 units required for graduation may be earned through work experience.
EVALUATION OF PARTICIPANTS	Evaluation is done collaboratively by employers and coordinators.
COST	The cost is primarily that of the coordinators' salary, but since each coordinator maintains a standard student load, the cost is absorbed in the schools' F.T.E. ratio.
SUPERVISION AT COMMUNITY SITE	Generally the employer supervises enrollees. The program coordinator or vocational education teacher maintains regular contact with the employer.
BUSINESS, LABOR, COMMUNITY INVOLVEMENT IN PROGRAM POLICY MAKING	Each year a Delta Conference is held with each cooperating employer, his/her employees for that year, and the coordinator to acknowledge successes, identify problems, and anticipate needs.
ORIENTATION FOR:	
New Coordinators	Coordinators must have had two years of work experience in a noneducation related job. Inservice courses in work experience coordinating are available. Coordinators are generally from counseling or vocational education.
Enrollees	A career decision-making class is strongly suggested as a prerequisite to enrollment in experiential courses. At Irvington High School this course is required of all sophomores. The programs succeed because enrollees are well prepared before reporting to the job site.
On-the-Job Supervisors	
COORDINATION WITH CLASSROOM INSTRUCTION	Exploration students attend one class seminar weekly, complete a package of audiovisual worksheets, and keep a log of work site experiences. Work experience participants attend weekly seminars with other employed students. Vocational co-op students attend a related vocational education class daily to improve technical skills required on the job.

REAL WORK CREDIT FOR EXPERIENTIAL LEARNING ACTIVITIES	Paid experiential learning is generally viewed by employers as work experience. Shorter term unpaid exploratory involvement is not viewed as work experience.
PROGRAM GUIDELINES	Guidelines are available from the California Association of Work Experience Educators and from Irvington High School.
LEGAL PROBLEMS	
TRANSPORTATION TO JOB SITE	Students provide their own transportation.
FOLLOW-UP STUDIES	
COMMENTS	The programs receive more state money if they are classified with vocational education.

ABSTRACT 7

PROGRAM-ADDRESS	Career Intern Program Urban Career Education Center 100 W. Coulter Street Philadelphia, Pennsylvania 19144
PURPOSE	To help urban youth complete a basic education and to develop employability skills and attitudes.
NATIONAL MODEL	Program piloted by the Opportunities Industrialization Centers of America.
PUBLICATIONS	NIE Papers in Education and Work No. 7, *The Career Internship Program: An Experiment in Education that Worked.*
TOTAL ENROLLMENT	Approximately 250 students per year are involved in Philadelphia's program.
FUNDING SOURCE	CIP was initiated with support from the Office of Education and later was funded by NIE. It is now financed by the Philadelphia School District and the Office of Education.
POPULATION SERVED	Participants are age fifteen to twenty and have dropped out of high school or are likely to drop out. Many are employed at time of enrollment in secondary labor market jobs at low pay.
SELECTION PROCEDURE	Program staff members recruit from community resources. School counselors recommend some participants. A letter of invitation is sent, interviews are conducted, candidates complete the Stanford Achievement Test, parents are interviewed. Door-to-door and telephone recruiting have been used. A minimum of fifth grade reading level is required for admission.
PLACEMENT PROCESS	Assignment to a learning experience is based on the career development plan begun when an enrollee enters the program and is made in accordance with the intern's career goal. Participation requires good grades and good attendance.
PAY	The learning experience is not paid. After enrollees are trained, employers begin paying wages. In some cases, CIP is able to subsidize up to 50 percent of the salaries.
TIME AT WORK/ LEARNING SITE	Each of the two experiences reflecting the enrollee's first and second career choices are one-week experiences.

Reviewed by C. Benjamin Lattimore

GRADUATION CREDIT	Interns receive academic credit for classroom work in four basic disciplines, in elective course areas, and for their training experience. The school coordinator maintains contact with all staff.
EVALUATION OF PARTICIPANTS	Job site supervisors and CIP site developers grade students at semester intervals. There are also interim conferences with students.
COST	Average cost per year per student between 1973-1976 was $2,438. This represents $248 per pupil per month for CIP as compared to $170 per pupil per month at the local comprehensive high school and $233 per month for the average vocational program participant at a Philadelphia high school.
SUPERVISION AT COMMUNITY SITE	
BUSINESS, LABOR, COMMUNITY INVOLVEMENT IN PROGRAM POLICY MAKING	CIP's contacts support the program and assist interns by providing job market information, career information, placements, employment, and on-the-job training.
ORIENTATION FOR:	
New Coordinators	Extensive inservice opportunities are provided for staff.
Enrollees	A career counseling seminar meets daily for twenty-two weeks. Students discuss career decision making and the protocol of the workplace.
On-the-Job Supervisors	
COORDINATION WITH CLASSROOM INSTRUCTION	Classroom instruction combines academic and career-oriented subject matter.
REAL WORK CREDIT FOR EXPERIENTIAL LEARNING ACTIVITIES	
PROGRAM GUIDELINES	
LEGAL PROBLEMS	None
TRANSPORTATION TO JOB SITE	

FOLLOW-UP STUDIES	Follow-up studies are available for 1975 graduates. Statistical and case studies have been conducted.
COMMENTS	The CIP program format is based on the assumption that failure to graduate hurts through:

1. inability to compete for jobs
2. inhibiting upward mobility
3. limiting potential income
4. decreasing job satisfaction
5. lowering self-concept

ABSTRACT 8

PROGRAM-ADDRESS	Center for Cooperative Education Antioch College Yellow Springs, Ohio 45387
PURPOSE	To enable students to explore a range of career models and to supplement their classroom work with work experience in authentic environments. To enhance the personal, general education, and skill development aspects of their college learning.
NATIONAL MODEL	Antioch College was the first in the nation to use work/study education in the liberal arts and sciences. It is a required program for all students on an alternating basis throughout their undergraduate education. Antioch's fifty-seven years of experience in this field have been used as a model by many other colleges.
PUBLICATIONS	The Antioch College Catalog and other descriptive brochures and materials.
TOTAL ENROLLMENT	All 1200 in this liberal arts college participate yearly in co-op experiences. Students are expected to complete six or more co-ops that are three to six months long to meet their graduation requirements.
FUNDING SOURCE	The program is funded through student tuition, roughly $4,000 per year, plus outside gifts and grants.
POPULATION SERVED	Participants are generally eighteen to twenty-four, but the relatively new Adult Degree Completion Program includes students of twenty-five years of age and up.
SELECTION PROCEDURE	Co-op participation is an integral part of the academic program at Antioch College and is required of all students.
PLACEMENT PROCESS	Students select their work sites from a continuously updated list of available positions. Faculty members screen and counsel students and make recommendations to employers who have the final say in placement. Sometimes students independently develop their own plans during co-op periods.
PAY	Participants are paid the going wage for the job. Students who choose to participate in volunteer projects are not paid but may receive room, board, and a stipend.

Reviewed by Dan Hotaling

TIME AT WORK/ LEARNING SITE	Participants are usually involved at the job site eight hours daily for a three- or six-month term. Work terms are generally rotated with academic terms.
GRADUATION CREDIT	Students earn required co-op credits.
EVALUATION OF PARTICIPANTS	Ten co-op faculty coordinate job placement in specific geographic areas, develop new opportunities for students, and assist in evaluating their performance. Written evaluations from on-the-job supervisors become part of each student's cumulative record.
COST	The cost to Antioch College is primarily the cost of the ten faculty salaries and travel expenses, plus staff support and office supplies. The program should provide a savings for the college in that a larger student enrollment is possible.
SUPERVISION AT COMMUNITY SITE	Students are supervised by appropriate employing personnel at the job site and are visited periodically by Antioch faculty on the job.
BUSINESS, LABOR, COMMUNITY INVOLVEMENT IN PROGRAM POLICY MAKING	Employers of Antioch students are considered by the college to be field faculty, and make a significant contribution to the students' learning. Graduates are often invited to return to co-op employers for permanent employment.
ORIENTATION FOR:	
New Coordinators	New faculty members are usually teamed with a more experienced member of the department.
Enrollees	Students are individually oriented first by their own advisors and then by their area coordinator before they report to the work site.
On-the-Job Supervisors	See above.
COORDINATION WITH CLASSROOM INSTRUCTION	Students may select opportunities which relate to their educational, vocational, or other interests. Many classroom faculty are willing to include specific material in their courses which employers have indicated will make the students more effective workers. Additionally, students frequently bring co-op learnings back to their classroom experiences on campus.

REAL WORK CREDIT FOR EXPERIENTIAL LEARNING ACTIVITIES	Students work full-time under standard working conditions and earn work or cooperative credit toward their degree.
PROGRAM GUIDELINES	See above.
LEGAL PROBLEMS	Very rare.
TRANSPORTATION TO JOB SITE	Students provide their own transportation unless this is offered by the employer as part of their compensation. This frequently involves the student relocating to another section of the country.
FOLLOW-UP STUDIES	A major study is being planned comparing the career outcomes of Antioch students with those who have graduated from more traditional programs.
COMMENTS	The Antioch program is able to meet the needs of liberal arts and science students who have specific vocational objectives, as well as those who come to college interested in exploring a range of career options. The compulsory nature of the program assures employers that the students are enthusiastic and firmly committed to the alternation of their studies with work experiences. Graduating students frequently point to their co-op job experiences as an extremely significant part of their college program.

ABSTRACT 9

PROGRAM-ADDRESS	The Challenging World of Business Kolmar Laboratories Skyline Drive Port Jervis, New York 12771
PURPOSE	To expose the real working conditions of business to a selected group of high school students for one semester.
NATIONAL MODEL	None
PUBLICATIONS	*A Constructive Program for Building Understanding and Practical Involvement Between Students and Business,* Kolmar Laboratories.
TOTAL ENROLLMENT	Twelve students participate in the Kolmar program each year.
FUNDING SOURCE	The Challenging World of Business is funded by Kolmar Laboratories.
POPULATION SERVED	The candidate should be an excellent representative of the student body, fully respected and a good communicator to his/her peers.
SELECTION PROCEDURE	Participants are initially selected by counselors and teachers. Three or four young people interview competitively for each position.
PLACEMENT PROCESS	Each semester Kolmar Labs issues a list of open positions. Students and counselors determine together the position for which the student should apply.
PAY	Participants are paid 90 percent of entry level wage for each job.
TIME AT WORK/ LEARNING SITE	Enrollees are employed at Kolmar Laboratories for one semester for three to five hours per day.
GRADUATION CREDIT	Some students do earn work experience credit. The amount of credit varies from school to school.
EVALUATION OF PARTICIPANTS	The student worker's immediate supervisor (resource person) conducts a performance review after twenty working days. A positive evaluation results in a wage increase.

Reviewed by Richard L. Kole

COST	From February 1974 to May 1978, C.W.O.B. participants earned $37,420. The cost to Kolmar in resource time is negligible.
SUPERVISION AT COMMUNITY SITE	Participants are supervised by Kolmar employees who volunteer to sponsor student interns.
BUSINESS, LABOR, COMMUNITY INVOLVEMENT IN PROGRAM POLICY MAKING	Kolmar establishes policy for the program.
ORIENTATION FOR:	
New Coordinators	N/A
Enrollees	Enrollees are individually oriented by a resource person familiar with the student's assigned task.
On-the-Job Supervisors	Care is taken that the best employees are selected from those who apply to be resource people. These individuals are oriented by management which is responsible for administering the program.
COORDINATION WITH CLASSROOM INSTRUCTION	None
REAL WORK CREDIT FOR EXPERIENTIAL LEARNING ACTIVITIES	Fifteen percent of previous program participants now work full-time at Kolmar Labs.
PROGRAM GUIDELINES	Guidelines are available from Kolmar Laboratories.
LEGAL PROBLEMS	Labor Department regulations require that some positions be filled by individuals age eighteen or older. These positions are no longer presented as options for experiential learners. Students are covered by the firms Workers' Compensation Insurance.
TRANSPORTATION TO JOB SITE	Students provide their own transportation.
FOLLOW-UP STUDIES	Limited follow-up data are available.
COMMENTS	Fifteen percent of previous program participants now work for Kolmar Labs.

ABSTRACT 10

PROGRAM-ADDRESS	City As School (CAS) 59 Schermerhorn Street Brooklyn, New York 11201
PURPOSE	To provide community based career education and academic learning experiences for high school credit in all subject areas.
NATIONAL MODEL	None
PUBLICATIONS	*Learning As an Adventure* 1978-1979 (new publications twice each year).
TOTAL ENROLLMENT	Three hundred fifty students are enrolled in this alternate high school program.
FUNDING SOURCE	The program is funded through the New York City Board of Education.
POPULATION SERVED	Enrollees are tenth, eleventh, and twelfth graders.
SELECTION PROCEDURE	A student selection committee interviews and screens applicants under the supervision of a Recruiting Coordinator (teacher).
PLACEMENT PROCESS	Experiential opportunities are listed in a catalog published twice yearly. Participants self-select learning experiences (LEs), much as if they were enrolling in a course. Some positions are competitive and are based on an interview with the potential employer.
PAY	Participants are not paid.
TIME AT WORK/ LEARNING SITE	Most experiential learning assignments commence and terminate in ten-week cycles.
GRADUATION CREDIT	Six to seven hours per week for ten weeks of successfully evaluated work will earn one credit for that particular learning experience. Students must fulfill all requirements for a New York City High School diploma (thirty-eight units).
EVALUATION OF PARTICIPANTS	Students are evaluated by (1) the resource person who is providing instruction, (2) the teacher advisor to whom the student is assigned, and (3) the student him/herself.

Reviewed by Fredrick J. Koury

COST	The program budget is $240,000 per year. This includes salaries, custodial costs, learning materials, and transportation.
SUPERVISION AT COMMUNITY SITE	Employee volunteers supervise students on the job.
BUSINESS, LABOR, COMMUNITY INVOLVEMENT IN PROGRAM POLICY MAKING	An advisory council meets regularly. It is made up of organizations which educate our students.
ORIENTATION FOR:	
New Coordinators	N/A
Enrollees	N/A
On-the-Job Supervisors	N/A
COORDINATION WITH CLASSROOM INSTRUCTION	Work experiences are equated with classroom instruction, i.e., students receive English credit for placement in a newspaper office, science credit for working in a medical lab.
REAL WORK CREDIT FOR EXPERIENTIAL LEARNING ACTIVITIES	
PROGRAM GUIDELINES	
LEGAL PROBLEMS	There have been no liability problems regarding student injuries or other legal problems.
TRANSPORTATION TO JOB SITE	Students generally travel to learning experiences via subway and bus. The catalog lists stops and travel time from CAS to each learning experience.
FOLLOW-UP STUDIES	
COMMENTS	

ABSTRACT 11

PROGRAM-ADDRESS	College Venture Program Northeastern University 360 Huntington Avenue Boston, Massachusetts
PURPOSE	To provide college students the opportunity to apply academic learnings, to test options, and to develop interpersonal skills in a real world setting. Participation in Venture allows the student to "stop out" of college in a manner that complements rather than interrupts his/her education.
NATIONAL MODEL	None.
PUBLICATIONS	*Career Development for the Liberal Arts Student.*
TOTAL ENROLLMENT	Each year, 200-250 students are placed in off-campus work experiences.
FUNDING SOURCE	Member campuses contribute support monies and some foundation money is currently available. Initially, member fees were minimal and foundation support high.
POPULATION SERVED	Participants are college students age nineteen to twenty-two and enrolled in one of several selective residential colleges where fees average $6,200 per year. Forty percent of the college population is female, but 52 percent of placements are women.
SELECTION PROCEDURE	Students self-select the Venture Program and then participate in competitive interviews for specific placements.
PLACEMENT PROCESS	Students select preferred placements from a job bank.
PAY	Ninety-two percent of participants are paid. Salaries average from $130—$140 per week.
TIME AT WORK/ LEARNING SITE	Students work full-time, five days per week, usually over a nine-month school year and vacation periods.
GRADUATION CREDIT	Credit may or may not be granted for off-campus work experience depending on the policy of the student's home school.

Reviewed by Paul E. Dube'

EVALUATION OF PARTICIPANTS	Young workers are evaluated by their employers and by program coordinators responsible for specific geographic areas.
COST	Costs are not fixed at this time.
SUPERVISION AT COMMUNITY SITE	The participant is supervised primarily by his/her employer.
BUSINESS, LABOR, COMMUNITY INVOLVEMENT IN PROGRAM POLICY MAKING	None.
ORIENTATION FOR:	
New Coordinators	Northeastern University conducts numerous workshops and institutes for work experience coordinators.
Enrollees	Enrollee orientation is handled by the employer at the job site.
On-the-Job Supervisors	Venture coordinators discuss student and program objectives with each employer.
COORDINATION WITH CLASSROOM INSTRUCTION	Job experiences are not related to college course work except to the extent that the majority of students select placements related to their academic majors and/or career plans.
REAL WORK CREDIT FOR EXPERIENTIAL LEARNING ACTIVITIES	
PROGRAM GUIDELINES	Guidelines are available upon request.
LEGAL PROBLEMS	None
TRANSPORTATION TO JOB SITE	Students provide transportation to job site.
FOLLOW-UP STUDIES	*Venturing Beyond the Campus*, by Hess Haagen, 1977.
COMMENTS	Job opportunities vary from computer programmer/analyst to organic gardener to newscaster intern.

ABSTRACT 12

PROGRAM-ADDRESS	Community-Based Learning Project Allegheny Intermediate Unit Suite 1300, Two Allegheny Center Pittsburgh, Pennsylvania 15212
PURPOSE	To give juniors and seniors an opportunity to make a better transition from youth in school to adulthood and the world of work. To affirm adult characteristics such as self-discipline, responsibility, and dependability.
NATIONAL MODEL	None
PUBLICATIONS	Various. Available from individual participating programs. Example: *Senior Semester Handbook.* Inquiries should be sent to the above address.
TOTAL ENROLLMENT	Approximately 150-200 seniors from high schools in six districts are participating in the program annually. Program is expected to continue growing.
FUNDING SOURCE	Each program is supported with local district funds.
POPULATION SERVED	Generally typical suburban high school seniors participate in Community-Based Learning. At some schools only the academically talented are able to participate.
SELECTION PROCEDURE	Selection process varies, but is usually a composite of self-selection and competitive interview.
PLACEMENT PROCESS	The program maintains a list of about 500 community learning sites which are stored in a computer bank. When a student joins a school's program, his or her interests are matched with placement opportunities available from the computer bank. If a suitable match is not available, the program director develops a site appropriate to the enrollee's needs.
PAY	There is no pay. The program is a curricular option devised by each school to enhance personal transition to adulthood. Program developers feel the emphasis on salary and productivity will detract from these educational intents.
TIME AT WORK/ LEARNING SITE	In the Community-Based Learning option, students spend all day, four days each week, at the learning site. The fifth day is spent at the high school fulfilling academic responsibilities.

Reviewed by Lester F. Jipp

GRADUATION CREDIT	Credit is granted and varies, with each school from 1½ to 2½ credits per semester.
EVALUATION OF PARTICIPANTS	Participants complete a self-evaluation and are evaluated by the community learning site supervisor. Students are also evaluated by the program facilitator (teacher) who reviews the student logs and conducts weekly seminars.
COST	Program cost is basically the school facilitator's salary.
SUPERVISION AT COMMUNITY SITE	Community learning site personnel supervise students. Regular visits by school facilitators also insure proper supervision. Student logs provide a third kind of informed supervision.
BUSINESS, LABOR, COMMUNITY INVOLVEMENT IN PROGRAM POLICY MAKING	Program policies are formulated by school personnel. Some programs have a lay advisory committee which deals with ongoing public relations issues and general support and development.
ORIENTATION FOR:	
New Coordinators	An Allegheny Intermediate Unit staff persons provides coordinated training and advice for new coordinators.
Enrollees	Each program provides its own orientation for enrollees.
On-the-Job Supervisors	Community learning site supervisors are provided with a handbook of specific, supportive suggestions for guiding and supervising experiential learners.
COORDINATION WITH CLASSROOM INSTRUCTION	A series of weekly seminars, considering topics such as interpersonal interaction, chains of command, decision making as observed and experienced in learning sites, rules and authority, expectations, and productivity are held as a part of this curricular option in each participating school.
REAL WORK CREDIT FOR EXPERIENTIAL LEARNING ACTIVITIES	No work credit is given. However, students often cite this experience in job applications. No infrequently, prospective employers follow up on such experience. Some schools make the evaluation described above a permanent part of the student's transcript.
PROGRAM GUIDELINES	Guidelines are available upon request.

LEGAL PROBLEMS	Leadership provided by the Pennsylvania Department of Education seems to be clarifying the question of the status of nonpaid learners in work environments.
TRANSPORTATION TO JOB SITE	Participants provide their own transportation.
FOLLOW-UP STUDIES	*Senior Semester Evaluation Reports, 1975-76,* Lester F. Jipp, Director. McKeesport Area School District, McKeesport, Pennsylvania 15132.
COMMENTS	The original Senior Semester Program, funded by a grant from the Richard King Mellon Foundation, is no longer in operation. The school board will not support the program with local funds. However, seven other school districts in Allegheny County have adopted the model with local funds.

ABSTRACT 13

PROGRAM-ADDRESS	Community Experiences for Career Education CE_2 Tigard Senior High School 9000 S.W. Durham Road Tigard, Oregon 97223
PURPOSE	To help students develop the skills and knowledge necessary to choose, enter, advance and find satisfaction in adult roles through supervised academic and interpersonal experiences in the community.
NATIONAL MODEL	The Tigard site is the original development site for the Northwest Regional Educational Laboratory's Experience-Based Career Education model.
PUBLICATIONS	Set of five EBCE implementation handbooks; professional book for teachers, *Experience Based Learning: How to Make the Community Your Classroom;* various student materials; *Community Resource Person's Guide;* all available from Northwest Regional Educational Laboratory (NWREL).
TOTAL ENROLLMENT	Sixty-five to eighty students participate annually on either a semester or school year basis.
FUNDING SOURCE	CE_2 is financed through the school district general fund.
POPULATION SERVED	Participants are juniors and seniors and represent a cross section of the student body.
SELECTION PROCEDURE	Students submit an application to the CE_2 coordinator accompanied by a parent permission form. Prospective enrollees are interviewed by student-coordinator teams.
PLACEMENT PROCESS	Learning site recruitment is a continuous process. After completing an individual Career Assessment, including the GATB and Oregon's Career Information System (CIS) Quest booklet, students select those career clusters they want to explore.
PAY	Participants are not paid.
TIME AT WORK/ LEARNING SITE	Students are involved at sites in the community a minimum of fifteen to twenty hours per week over a twenty-six-week period.

Reviewed by Larry McClure

GRADUATION CREDIT	Students receive six academic credits for the ten projects they complete annually. Project content is determined based on graduation requirements to be completed.
EVALUATION OF PARTICIPANTS	Evaluation criteria for each activity are negotiated between student and staff. When students leave the program they receive a certification portfolio that contains information needed by college registrars, high school placement officials, and parents.
COST	The CE$_2$ budget is $125,000 per year, 80 percent of which is for salaries.
SUPERVISION AT COMMUNITY SITE	Two employee relations specialists assist sponsors in supervising students at the community site.
BUSINESS, LABOR, COMMUNITY INVOLVEMENT IN PROGRAM POLICY MAKING	Initially the CE$_2$ Board of Directors participated in designing the program; currently this group of business, labor, and community people serves in an advisory capacity.
ORIENTATION FOR:	
New Coordinators	New staff training can be provided by existing staff, state department of education or university/college personnel "certified" in EBCE, or by NWREL.
Enrollees	All students must participate in carefully planned orientation activities that precede continuous counseling, negotiation and feedback activities.
On-the-Job Supervisors	Four evening sessions are scheduled annually to prepare and support employees who work with students on site; a *Community Resource Person's Guide to Experience-Based Learning* was designed as a handy reference tool for employer instructors.
COORDINATION WITH CLASSROOM INSTRUCTION	Individualized learning plans are based on assessed student needs. Student projects are the program strategy for fulfilling academic course requirements.
REAL WORK CREDIT FOR EXPERIENTIAL LEARNING ACTIVITIES	CE$_2$ students often receive advanced job placement credit based on their program experiences.

PROGRAM GUIDELINES	Guidelines are available from the Northwest Regional Educational Laboratory. Names of contacts in most states where NWREL's EBCE model is being used can be provided.
LEGAL PROBLEMS	Insurance liability, labor laws, transportation and the no-pay issue have caused some legal concerns, but no real stumbling blocks.
TRANSPORTATION TO JOB SITE	Enrollees provide their own transportation, use public buses or are transported in the CE_2 van maintained by the school district.
FOLLOW-UP STUDIES	Follow-up data on students will be available.
COMMENTS	

ABSTRACT 14

PROGRAM-ADDRESS	Community Leadership and Participation Through the Education System Oak Ridge High School 600 S. Winegard St. Orlando, Florida 32809
PURPOSE	To increase awareness and involvement of high school students in the history, evolution, and current operations of volunteering. The program involves both academic instruction and active student volunteerism through placement in community organizations. The ultimate goal is to effect the promoting and exchanging of volunteering in America as these students move into adult citizenship.
NATIONAL MODEL	The program is sponsored by the Kellogg Foundation under the supervision of the National Information Center on Volunteerism, Boulder, Colorado.
PUBLICATIONS	*High School Student Volunteers* published by National Student Volunteer Program—ACTION, Washington, D.C.
TOTAL ENROLLMENT	Forty-five students participated in the Oak Ridge High School pilot program in 1977-78.
FUNDING SOURCE	The program is funded by the Kellogg Foundation.
POPULATION SERVED	Participants reflect the composition of the Oak Ridge student body—black, white, male, female, varied academic and income backgrounds.
SELECTION PROCEDURE	Oak Ridge students self-select the class, Community Volunteer Leadership, which is offered during the fall and spring terms.
PLACEMENT PROCESS	Participants are assigned to service sites based on their expressed interests. Placement is handled by the local Volunteer Service Bureau staff.
PAY	Students are not paid as this is a volunteer program.
TIME AT WORK/ LEARNING SITE	Participants volunteer a minimum of four hours per week for eighteen weeks.
GRADUATION CREDIT	Students receive elective credit for their volunteer activities.

Reviewed by Dolores Welborn and Julie Washburn

EVALUATION OF PARTICIPANTS	The teacher assigns a grade based on class participation (three days a week), test scores, hours volunteered, and a diary kept of volunteer experiences.
COST	The cost to the school is nominal—duplicating materials were the only expense in 1977-78.
SUPERVISION AT COMMUNITY SITE	Volunteer coordinators supervise students at the various agencies.
BUSINESS, LABOR, COMMUNITY INVOLVEMENT IN PROGRAM POLICY MAKING	The National Information Center on Volunteerism confers regularly with representatives from business, labor, and community sectors as programs are designed and disseminated nationally.
ORIENTATION FOR:	
New Coordinators/ On-the-Job Supervisors	The local Volunteer Service Bureau conducts training sessions for new coordinators.
Enrollees	A three-week in-class orientation is conducted for new enrollees.
COORDINATION WITH CLASSROOM INSTRUCTION	Students attend correlated class sessions three days each week. Classroom curriculum includes: Who Is a Volunteer? How to Get Involved. Understanding the Volunteer Experience. History, Economics and Current Status of Volunteerism. The class is also integrated with other classes such as Art, Mass Media, and Communications for volunteer projects.
REAL WORK CREDIT FOR EXPERIENTIAL LEARNING ACTIVITIES	Many students have been hired into full-time summer jobs at agencies where they have volunteered.
PROGRAM GUIDELINES	The National Information Center on Volunteerism has developed both guidelines and an eight-unit Volunteer Curriculum.

LEGAL PROBLEMS	Insurance was a question. At Oak Ridge High School students are required to have either school insurance or to be covered by a family plan.
TRANSPORTATION TO JOB SITE	Students generally drive to their work sites. Some placements are made close to school or home so students can walk or ride a bike.
FOLLOW-UP STUDIES	None
COMMENTS	Students completed attitude survey forms before and after the class. The same forms were administered to a control class.

ABSTRACT 15

PROGRAM-ADDRESS	Detroit Public School System 5057 Woodward Avenue Detroit, Michigan 48202
PURPOSE	To effectively blend educational experiences and work experiences. To provide students with an opportunity to relate to adults in a work setting. To provide students with an opportunity to obtain an experience unique to their own needs. To expose students to a variety of ways in which people earn money. To make students aware of the need for good reading, writing, computational and decision-making skills.
NATIONAL MODEL	None
PUBLICATIONS	*High School Graduation Requirement No. 7 Outside of Class Learning Experience*, by Detroit Public Schools.
TOTAL ENROLLMENT*	All graduates of Detroit public high schools will be required to participate in 200 hours of outside-of-class learning experiences. Annually 10,000 students graduate from Detroit high schools.
FUNDING SOURCE	Outside-of-class learning experiences' operational procedures are funded with district monies.
POPULATION SERVED	All students grades nine through twelve enrolled in Detroit Public Schools.
SELECTION PROCEDURE	Students are encouraged to seek out their experiential learning placements.
PLACEMENT PROCESS	Regular school counselors will assume the responsibility for validating students' work sites through forms signed by employers and returned to school by the students.
PAY	Some participants will be paid, others will volunteer.
TIME AT WORK/ LEARNING SITE	The Outside-of-Class Learning Experience Committee recommends that students work five hours weekly for ten weeks during each year of grades nine to twelve or work twenty hours for three weeks each summer.
GRADUATION CREDIT	For 200 hours of work, students receive ten hours (one unit) of high school graduation credit.

Reviewed by Eleanor Jones

EVALUATION OF PARTICIPANTS	The work site supervisor evaluates participants using a form.
COST	Currently no additional cost to the school system is involved.
SUPERVISION AT COMMUNITY SITE	The student is supervised by the work site supervisor who agrees to assume a mentor-like responsibility for the experiential learner.
BUSINESS, LABOR, COMMUNITY INVOLVEMENT IN PROGRAM POLICY MAKING	It is hoped that these sectors will contribute by (1) advertising the outside-of-school work experience requirement, (2) keeping the school district informed of employer expectations of workers, (3) providing placement sites for students, particularly entry-level positions that could lead to advancement, (4) developing list of jobs appropriate for students, (5) encouraging nonparticipating members to cooperate with the schools in this effort.
ORIENTATION FOR:	
Counselors	Inservice training was provided regular counselors during the spring semester.
Enrollees	Each student, prior to beginning his/her work requirement, will receive some orientation (work readiness, job seeking, job performance, etc.) through group guidance sessions.
On-the-Job Supervisors	Presently there are none.
COORDINATION WITH CLASSROOM INSTRUCTION	English and Social Studies classes will be used to introduce learning experience.
REAL WORK CREDIT FOR EXPERIENTIAL LEARNING ACTIVITIES	It is hoped that employers will acknowledge out-of-school learning experiences as work experience when making hiring decisions.
PROGRAM GUIDELINES	Recommendations for program implementation submitted by the Outside-of-Class Learning Experience Committee in the fall of 1978.
LEGAL PROBLEMS	Federal and state employment laws and regulations are included in syllabus.

TRANSPORTATION TO JOB SITE	Students will assume responsibility for transportation.
FOLLOW-UP STUDIES	None available as program has just been implemented as of September 1978.
COMMENTS	

ABSTRACT 16

PROGRAM-ADDRESS	Distributive Education Program Richfield High School 7001 Harriet Avenue, South Richfield, Minnesota 55423
PURPOSE	To provide part-time work experience and related instruction to students interested in pursuing careers in retailing and marketing.
NATIONAL MODEL	Curriculum is drawn from the *Marketing and Distribution Guide* published by Minnesota State Department of Education and from the *DECA Guide* published by the Distributive Education Clubs of America.
PUBLICATIONS	*The Distributor Magazine*, published by the Distributive Education Clubs of America.
TOTAL ENROLLMENT	Approximately seventy individuals per year participate in the program: forty seniors in two classes and thirty sophomores and juniors in another section. The distributive education (D.E.) option is designed as a two-year program.
FUNDING SOURCE	The program is funded with State Vocational Education monies.
POPULATION SERVED	Participants are juniors and seniors in high school; 80 percent are female; 20 percent are male. All are C average to B average students. Approximately 20-25 percent of enrollees are from second marriage families with incomes of $10,000—$25,000.
SELECTION PROCEDURE	Juniors may self-select the program. Students interested in the senior course which involves a work experience component must apply and be intereviewed by the D.E. Coordinator.
PLACEMENT PROCESS	Students select their work sites based on their career interests. They select either from a pool of available positions developed by the coordinator, or in some cases they locate interest-specific placements which are investigated and approved by the coordinator.
PAY	Participants are paid between $2.65—$3.25 per hour.

Reviewed by David W. Sher

TIME AT WORK/ LEARNING SITE	Senior students generally work three to five hours per day, five to six days per week, ten months per year. Sophomore and junior enrollees do not participate in the work experience component unless they have completed a prerequisite one-year D.E. course.
GRADUATION CREDIT	Senior students receive two credits per trimester for on-the-job experience, assuming fifteen hours per week at the job site over the twelve-week term. Students receive another credit per trimester for the classroom component.
EVALUATION OF PARTICIPANTS	The work site supervisor and the student cooperatively evaluate the student's performance. The supervisor assigns a grade for the two-credit work experience.
COST	Approximately 50 percent of the teacher's salary, equipment, and travel expenses are covered by Vocational Education monies, the remaining costs are assumed by the school district.
SUPERVISION AT COMMUNITY SITE	A training sponsor, selected by the distributive education teacher-coordinator, supervises enrollees on the job.
BUSINESS, LABOR, COMMUNITY INVOLVEMENT IN PROGRAM POLICY MAKING	These sectors are represented on a program advisory board. Materials used in the classroom are reviewed by this board for relevance and appropriateness.
ORIENTATION FOR:	
New Coordinators	New coordinators are oriented by the Minnesota State Department of Education and by the University of Minnesota Distributive Education Department.
Enrollees	New enrollees are oriented to the world of work by the teacher-coordinator in the classroom before they are referred to the workplace.
On-the-Job Supervisors	Job supervisors are oriented at a breakfast seminar conducted by coordinators and attended by D.E. students and potential supervisor/sponsors.
COORDINATION WITH CLASSROOM INSTRUCTION	Classroom activities are coordinated with job experiences as the coordinator communicates with employers and interprets their concerns and expectations into curriculum units.

REAL WORK CREDIT FOR EXPERIENTIAL LEARNING ACTIVITIES	Most potential employers regard distributive education participation as training experience, not work experience.
PROGRAM GUIDELINES	Guidelines are available and are reviewed with each training sponsor.
LEGAL PROBLEMS	None
TRANSPORTATION TO JOB SITE	Enrollees walk, take the bus, or travel by car.
FOLLOW-UP STUDIES	One-, two-, and three-year follow-ups are conducted on each distributive education graduate. These records are kept on file.
COMMENTS	A number of activities are held in the community by the membership to promote the program in the business sector including benevolent activities, shoplifting seminars, fashion shows, employer-employee functions, and professional business speaking engagements.

ABSTRACT 17

PROGRAM-ADDRESS	Do Unto Others Program (DUO) Direction Center Champlain Valley High School Hinesberg, Vermont 05461
PURPOSE	To provide an opportunity to earn credits, interact with adults in the community, and investigate a career through service and apprenticeship projects.
NATIONAL MODEL	There is a Vermont State Department of Education model.
PUBLICATIONS	*Phi Delta Kappan*, February, 1978, "Options in High School Discipline," by Greg Sinner and J. L. Sinner.
TOTAL ENROLLMENT	Three hundred fifty to 400 students participate in the DUO program annually.
FUNDING SOURCE	The program is funded locally.
POPULATION SERVED	The program is open to and selected by a cross section of the student body, grades nine through twelve.
SELECTION PROCEDURE	Students self-select participation.
PLACEMENT PROCESS	The student often selects his/her own community site or he/she may draw on an extensive bank of sites collected since the program's inception in 1972. A DUO staff member visits and evaluates each site. Extensive interviewing of both student and employer occurs to arrange a proper match.
PAY	Participants are not paid.
TIME AT WORK/ LEARNING SITE	Most participants participate one full day a week for nine weeks. Some participants work one day a week for eighteen weeks. A few students work full-time for nine or eighteen weeks.
GRADUATION CREDIT	Credit is granted based on the following formula: 1 day/week x 9 weeks = 1.5 credits.
EVALUATION OF PARTICIPANTS	Evaluation is done cooperatively among the student, the program personnel, and the on-site mentor.
COST	The cost of DUO is $100—$120 per student, based on extent of participation in the program.

Reviewed by Barbara F. Power

SUPERVISION AT COMMUNITY SITE	Students are supervised by the on-site mentor and staff personnel visit occasionally.
BUSINESS, LABOR, COMMUNITY INVOLVEMENT IN PROGRAM POLICY MAKING	DUO has a community advisory board.
ORIENTATION FOR:	
New Coordinators	Orientation is provided.
Enrollees	Orientation is provided.
On-the-Job Supervisors	Orientation is provided.
COORDINATION WITH CLASSROOM INSTRUCTION	Occasionally there is coordination between work site and classroom activities. This aspect of the program will be developed in the coming years.
REAL WORK CREDIT FOR EXPERIENTIAL LEARNING ACTIVITIES	The extent to which employers view DUO as work experience depends on the nature of the placement, which could range from working on a "Save the Whales" project to apprenticing as a garage mechanic.
PROGRAM GUIDELINES	Guidelines are available upon request.
LEGAL PROBLEMS	Some concern has been expressed by the Department of Labor regarding possible violation of child labor laws.
TRANSPORTATION TO JOB SITE	School buses are used to transport DUO participants. Some provide their own transportation.
FOLLOW-UP STUDIES	Internal ongoing follow-up studies covering the past five years are available.
COMMENTS	The DUO staff consists of a director, a part-time teacher, a half-time community coordinator, and a full-time secretary.

ABSTRACT 18

PROGRAM-ADDRESS	Experienced-Based Career Education (EBCE) National Institute of Education 1200 19th St., N.W. Washington, D.C. 20208
PURPOSE	EBCE is designed to be an academically-oriented community based career exploration program which bridges the gap between school and community and between study and experience through emphases in basic skills, life skills, and varied career explorations.
NATIONAL MODEL	There were four national models. One model was developed by each of the four following educational laboratories under contract to NIE: Appalachia Educational Laboratory in Charleston, West Virginia; Far West Laboratory in San Francisco, California; Northwest Regional Educational Laboratory in Portland, Oregon; and Research for Better Schools in Philadelphia, Pennsylvania.
PUBLICATIONS	*The Community is the Teacher, A Comparison of the Four EBCE Programs,* complete sets of program implementation materials (one set for each of the four models), assorted flyers, and evaluation reports.
TOTAL ENROLLMENT	As of February 1978 there are about 150 school districts with one or more operating sites, about 14,000 students presently enrolled, about 20,000 who have completed their EBCE experience, and about 15,000 community resource persons who are actively involved with students in EBCE programs in fifty-one states and territories.
FUNDING SOURCE	There are almost as many funding sources as programs. NIE does not provide funds for operation of EBCE programs. Approximately sixty school districts are utilizing local funds, another sixty are using VEA/Part D funds, six are using CETA funds, ten are using state funds of one kind or another, another is using Teacher Corp funds, and several have put together combinations of state, CETA, Adult Education, Title I, Special Education, and local funds.
POPULATION SERVED	The program serves seventh graders through adults, although the largest groups are in the senior high school (grades ten, eleven, and twelve). EBCE was designed to serve a cross section of the student body. In specific instances, however, it has been successfully used with dropouts, to mainstream mentally handicapped, gifted, low income, and other special needs audiences.

Reviewed by Ronald B. Bucknam

SELECTION PROCEDURE	The application procedures vary, but presently all students are volunteers and efforts are made to recruit the broadest range of students possible, except in those cases where the program is targeted at special needs.
PLACEMENT PROCESS	Learning site recruitment and maintenance is a continuous process. Placement decisions are made jointly by the school staff and the student in light of the specific academic project or career exploration that best advances the student in his/her personal and school goals. Very careful processes have been developed for matching student academic and career interest needs with opportunities for exploration in the community. In these processes, the student, the school staff, and the community resource person all come to agreement on the student's proposed learning activities.
PAY	In most cases, neither students nor community resource persons or organizations are paid. In sites funded through CETA funds, eligible students are paid for their training activities.
TIME AT WORK/ LEARNING SITE	Students are involved at learning sites from eight to thirty-two hours per week depending upon the EBCE model implemented and the individual student's specific learning objectives.
GRADUATION CREDIT	Students can earn all types of credit. The specific credit earned for any project or activity varies according to the content and activities necessary to complete the project. In the four EBCE models there are no restrictions on types or amounts of academic credit which may be earned.
EVALUATION OF PARTICIPANTS	Evaluation criteria for each project are negotiated between the student and project staff. Complete sets of program and student evaluation instruments are included in the individual model "Implementation Handbook." Third party evaluations have shown that the EBCE models are equally effective when implemented and adapted by local school districts to their specific local situations.
COST	Evidence shows that once an EBCE program is running it can be continued at local average per pupil cost. There are some starting costs for materials, training of staff, and initial program implementation. These are ameliorated by the fact that the program materials are public domain and may be legally copied. Also, some state departments of education are now prepared to provide the staff training and technical assistance.

SUPERVISION AT COMMUNITY SITE	The organization, selection, and approval process minimize supervision problems at the workplace. School staff members are responsible for supervision.
BUSINESS, LABOR, COMMUNITY INVOLVEMENT IN PROGRAM POLICY MAKING	The EBCE models require a community board to assist the school in the direction of activities. This group is composed of labor, business, government, service, and industry persons and serves in an advisory capacity.
ORIENTATION FOR:	
New Coordinators	Staff training courses for new personnel are available from the developer laboratories and from some state departments of education. Soon, inservice and preservice training programs will be available.
Enrollees	The first two weeks of the program focus on orientation.
Community Resource Personnel	Each new community resource person is given an initial orientation. Additional training sessions are sometimes arranged to meet local needs.
COORDINATION WITH CLASSROOM INSTRUCTION	The EBCE program is the students' classroom instruction. The learning activities and projects are the program strategy for fulfilling all school requirements.
REAL WORK CREDIT FOR EXPERIENTIAL LEARNING ACTIVITIES	EBCE students can and sometimes do receive advanced job placement for the skills learned in their EBCE program activities.
PROGRAM GUIDELINES	Complete program implementation manuals are available from each of the four program developers.

Appalachia Educational Laboratory
P.O. Box 1348
Charleston, West Virginia 25325

Far West Laboratory for Educational
Research and Development
1855 Folsom Street
San Francisco, California 94103

Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204

	Research for Better Schools Suite 1700 1700 Market Street Philadelphia, Pennsylvania 19103
LEGAL PROBLEMS	Legal and insurance problems were met and dealt with some time ago. There are procedures in the manuals to follow that insure problems do not arise.
TRANSPORTATION TO JOB SITE	Various methods are used depending upon the physical circumstances and the resources available. Enrollees have used their own transportation, school buses on off hours, public transportation, special school vans, bikes, their feet, etc.
FOLLOW-UP STUDIES	Follow-up studies have been done.
COMMENTS	Persons involved with the EBCE program from all around the country have recently organized a National EBCE Association.

ABSTRACT 19

PROGRAM-ADDRESS	Executive High School Internship Program Instructional Service Center 707 East Columbus Drive Tampa, Florida 33602
PURPOSE	To help able students explore career opportunities at the management level before going on to college.
NATIONAL MODEL	Executive High School Internships of America 473 Jackson Street San Francisco, California 94111 Dr. Sharlene P. Hirsch, National Director
PUBLICATION	A package of nine step-by-step instructional manuals for program developers, "The Executive High School Internships Kit," is available for $50. A monthly Coordinator's Bulletin is published to share local program innovations. Handbooks are published for interns, sponsors, and school officials.
TOTAL ENROLLMENT	Approximately thirty school systems with models in eighteen states enroll 2500 students a year. Approximately 60 students participate annually in the Tampa program, typically, 25 fall semester, 35 spring semester.
FUNDING SOURCE	Programs in local school systems are financed through local funds. National office activities are supported with funding from foundations, government, and local district contracts. The Tampa model has received Exceptional Child-Gifted monies.
POPULATION SERVED	The program serves primarily college-bound seniors, with some juniors participating. About half are minorities and women. The Tampa model enrolls seniors from the top 10 percent of the senior class, based on standardized test reports and I.Q. scores. More female then male students apply for the program.
SELECTION PROCEDURE	Coordinators recruit in local high schools. Students self-select participation or are referred by counselors and teachers.
PLACEMENT PROCESS	Students interview competitively for available placements. Some students interview with three to five sponsors. Both sponsor and intern rank order their preferences which are matched by the coordinator.

Reviewed by JoAnn Hunter Duperrault and Sharlene P. Hirsch

PAY	Participants are not paid.
TIME AT WORK/ LEARNING SITE	Interns are in their placements for a complete semester, four full days a week, following the business hours of their work site. On Fridays, the intern group meets for seminars at placement sites conducted jointly by coordinator and interns.
GRADUATION CREDIT	Participants receive the equivalent of a full semester's credit in standard academic subjects and graduate on schedule with their classmates. Grades usually are not assigned. Some students elect independent study during the program semester.
EVALUATION OF PARTICIPANTS	Interns are evaluated by their sponsors and by the coordinator. The interns also evaluate their sponsors.
COST	Costs include the coordinator's salary plus mileage, a $50 initial investment for the "Practical Program Development" kit and/or $1,300 per year to join the consortium and receive workshops program materials and insurance for participants.
SUPERVISION AT COMMUNITY SITE	The sponsor supervises the intern at the placement site. The coordinator monitors progress through site visitations, weekly seminars, interns' written daily logs, and individual student conferences.
BUSINESS, LABOR, COMMUNITY INVOLVEMENT IN PROGRAM POLICY MAKING	N/A
ORIENTATION FOR:	
New Coordinators	The national office conducts an intensive three-to-five-day training program for new coordinators. Inservice conferences for coordinators are conducted annually.
Enrollees	The sponsor supervises the intern at the placement site. The coordinator monitors progress through site visitations, weekly seminars, interns' written daily logs, and individual student conferences.
On-the-Job Supervisors	Each sponsor receives a copy of the "Sponsors Handbook."
COORDINATION WITH CLASSROOM INSTRUCTION	There is no formal coordination with extra-program classroom activities.

REAL WORK CREDIT FOR EXPERIENTIAL LEARNING ACTIVITIES	Many interns are hired by their sponsors for part-time employment during summers and while finishing high school or college. Some sponsors have provided full-time employment after graduation. Recommendations from sponsors have resulted in employment for many graduates.
PROGRAM GUIDELINES	Available upon request from national office.
LEGAL PROBLEMS	None
TRANSPORTATION TO JOB SITE	Interns are responsible for their own transportation. Some school districts have provided reduced cost public transportation passes.
FOLLOW-UP STUDIES	The national model has been evaluated by Dr. Jerry Walker and Dr. Michael Crowe of the National Center for Research in Vocational Education. Follow-up studies on the Tampa program are not available, but the coordinator maintains contact through an annual reunion.
COMMENTS	Interns generally serve as assistants to sponsoring executives.

ABSTRACT 20

PROGRAM-ADDRESS	Hampden District Regional Skills Center Ninth Grade Program Springfield, Massachusetts 01105
PURPOSE	To provide work experience and an introduction to the world of work for ninth grade CETA eligible in-school youth.
NATIONAL MODEL	None
PUBLICATIONS	HCMC Title III-C FY 79 Grant Application.
TOTAL ENROLLMENT	One hundred fifteen Hampden County ninth grade students will participate in this program.
FUNDING SOURCE	The program is funded under Title III-C YETP, for FY 79.
POPULATION SERVED	Ninth grade in-school youth who meet CETA eligibility requirements.
SELECTION PROCEDURE	Selection by school guidance counselors through an interview process.
PLACEMENT PROCESS	N/A
PAY	Participants are paid $2.65 per hour for industrial experience.
TIME AT WORK/ LEARNING SITE	Participants work five hours per week, for thirty-eight weeks.
GRADUATION CREDIT	Students will receive academic credit which will be determined by Hampden District Regional Skills Center arrangements with each Junior High School.
EVALUATION OF PARTICIPANTS	Guidance Counselors and HRD Skills Center Counselors evaluate participants.
COST	Cost of the project is $120,853.36.
SUPERVISION AT COMMUNITY SITE	The Program Coordinator will supervise student participants during industrial experience.

Reviewed by John W. Goss

BUSINESS, LABOR, COMMUNITY INVOLVEMENT IN PROGRAM POLICY MAKING	N/A
ORIENTATION FOR:	
New Coordinators	N/A
Enrollees	Enrollees will receive orientation as a phase of the program.
On-the-Job Supervisors	Orientation is provided.
COORDINATION WITH CLASSROOM INSTRUCTION	Industrial experience will be related to the career exposure program for students at the Skills Center.
REAL WORK CREDIT FOR EXPERIENTIAL LEARNING ACTIVITIES	N/A
PROGRAM GUIDELINES	Program guidelines are available through the Hampden County Manpower Consortium.
LEGAL PROBLEMS	None
TRANSPORTATION TO JOB SITE	Public transportation.
FOLLOW-UP STUDIES	No
COMMENTS	

ABSTRACT 21

PROGRAM-ADDRESS	Labor Education Advancement Program National Urban League 500 East 62nd Street New York, New York 10021
PURPOSE	To recruit and place minority workers in apprenticeship programs, to recruit women for nontraditional jobs, and to place older, experienced workers as journeymen.
NATIONAL MODEL	The National Urban League developed the proto type model.
PUBLICATIONS	*Work Life,* August, 1976, "LEAP in the Right Direction," by Bernice David. *Essence,* March 1976, "Fresh Focus on Careers." *The Builder,* a quarterly publication. *Women's Affairs,* an annual publication.
TOTAL ENROLLMENT	Over 26,000 minority men and women have been trained through the LEAP program since its inception in 1967.
FUNDING SOURCE	The Labor Education Advancement Program is funded by the U.S. Department of Labor and is administered by the National Urban League.
POPULATION SERVED	Participants are minority men and women, typically ages eighteen to thirty. A separate program trains older workers for supervisory roles.
SELECTION PROCEDURE	Young participants are recruited at high school career days, through counselors, community agencies, and the media.
PLACEMENT PROCESS	LEAP personnel counsel the applicant regarding opportunities in various trades and then assist him/her in collecting documents, studying for examinations and preparing for the apprenticeship interview. Enrollees must then qualify for an apprenticeship through the Joint Apprenticeship Committee.
PAY	Once apprenticed, participants earn a negotiated percentage of the journeyman's wage.

Reviewed by Cecil Smith

TIME AT WORK/ LEARNING SITE	Apprentices are employed and work regular weekly hours depending on construction activity and weather conditions. Apprentices are required to attend job-related vocational education classes as part of their learning process.
GRADUATION CREDIT	Apprentices may earn academic credit if program-affiliated vocational courses are taken at a community college.
EVALUATION OF PARTICIPANTS	Applicants placed are evaluated by a supervisor on the job site and by a union instructor in the classroom.
COST	No cost to applicant.
SUPERVISION AT COMMUNITY SITE	Construction placements are monitored by a supervisor.
BUSINESS, LABOR, COMMUNITY INVOLVEMENT IN PROGRAM POLICY MAKING	On the national level, members of the Trade Union Advisory Committee, community representatives from the Urban League and members of the business community participated in development of the LEAP Program. Each project has its own local advisory board composed of businessmen, members of the Joint Apprenticeship Committees and public school and community college personnel.
ORIENTATION FOR:	
New Coordinators	Coordinators are oriented by a national LEAP training team.
Enrollees	Enrollees are oriented either individually or in a group setting by local LEAP staff. Topic areas include skills acquisition, test taking and job site behavior.
On-the-Job Supervisors	On-the-job supervisors are union trained, and union oriented.
COORDINATION WITH CLASSROOM INSTRUCTION	None
REAL WORK CREDIT FOR EXPERIENTIAL LEARNING ACTIVITIES	The placement is in a real work situation.
PROGRAM GUIDELINES	Program guidelines are a product of negotiations between the National Urban League and the Department of Labor.
LEGAL PROBLEMS	

TRANSPORTATION TO JOB SITE	Enrollees provide their own transportation. LEAP staff may assist enrollees in solving transportation problems.
FOLLOW-UP STUDIES	Efforts are currently underway to design and implement a follow-up study.
COMMENTS	

ABSTRACT 22

PROGRAM-ADDRESS	Learning Unlimited North Central High School 1801 East 86th Street Indianapolis, Indiana
PURPOSE	To promote the successful transition of youth from childhood and schooling to adulthood and community life through the development and demonstration of academic, interpersonal, and survival skills.
NATIONAL MODEL	Phi Delta Kappa, Walkabout Program
PUBLICATIONS	*Walkabout Newsletter* published by Phi Delta Kappa, Bloomington, Indiana
TOTAL ENROLLMENT	Three hundred fifty students, out of 3,500 at North Central High School, are enrolled in Learning Unlimited, an alternative school within a school.
FUNDING SOURCE	The program is funded by local monies and by the Lilly Endowment.
POPULATION SERVED	Participants represent a cross section of the student body at this large urban high school. Most participants are juniors or seniors.
SELECTION PROCEDURE	Students self-select participation and are then interviewed.
PLACEMENT PROCESS	Students draw up learning contracts which involve participation at specific community sites. Students select sites which hold most promise for contributing to the completion of the contract.
PAY	Participants are not paid.
TIME AT WORK/ LEARNING SITE	Length of involvement at a given site varies based on the purposes and terms of the negotiated learning contract.
GRADUATION CREDIT	Students receive credit for the course specified in the learning contract, i.e., students involved in an English credit contract might spend two weeks with an editor at a publishing house.
EVALUATION OF PARTICIPANTS	The teacher-sponsor and the community resource person together evaluate the student and the teacher assigns a letter grade for contracted work.

Reviewed by Gary L. Phillips

COST	Per pupil program costs are the same as for the standard secondary program.
SUPERVISION AT COMMUNITY SITE	Community resources agree to work with students at the community learning site
BUSINESS, LABOR, COMMUNITY INVOLVEMENT IN PROGRAM POLICY MAKING	None
ORIENTATION FOR:	
New Coordinators	None
Enrollees	Orientation occurs in the context of the Learning Unlimited class.
On-the-Job Supervisors	None
COORDINATION WITH CLASSROOM INSTRUCTION	Classroom instruction and/or academic conferences and community based experiences are mutually supportive of participants' learning goals. Seven challenge areas serve as guidelines for individual planning: creativity, field experience, research, decision making, volunteer service, cognitive development, and practical skill development.
REAL WORK CREDIT FOR EXPERIENTIAL LEARNING ACTIVITIES	N/A
PROGRAM GUIDELINES	Guidelines are available upon request.
LEGAL PROBLEMS	Legal problems were anticipated and thereby avoided through consultation with the school district lawyer.
TRANSPORTATION TO JOB SITE	Students, or their parents provide trasnportation.
FOLLOW-UP STUDIES	Follow-up studies are available.
COMMENTS	Some students earn all their credits through the Learning Unlimited alternative program, others, enrolled in the standard high school program, may elect one or two classes through Learning Unlimited.

ABSTRACT 23

PROGRAM-ADDRESS	Memorial Square Home Maintenance Effort Hampden County Manpower Consortium CETA Prime Sponsor 310 State Street Springfield, Massachusetts 01105
PURPOSE	Under the supervision of an experienced union carpenter and painter, a home maintenance team comprised of youth participants provide basic home maintenance and repairs to low income neighborhood homeowners. The project director addressed the problems of youth unemployment and neglected, deteriorating housing in the Memorial Square Neighborhood of Springfield, Massachusetts which has been designated as a Community Development Block Grant Target Neighborhood.
NATIONAL MODEL	None
PUBLICATIONS	*Commonwealth of Massachusetts State Manpower Services Council Bulletin*, June 1978
TOTAL ENROLLMENT	Four maintenance aids, one pre-apprentice carpenter, one pre-apprentice painter
FUNDING SOURCE	Title III-C, Title VI, and Community Development Block monies.
POPULATION SERVED	Participants involved in the Memorial Square Home Maintenance Effort are economically disadvantaged, between the ages of sixteen to nineteen years old, and are youth who have experienced little or no success in our educational institutions. They are primarily high school dropouts. Fifty percent of the slots are required to be filled by females.
SELECTION PROCEDURE	Participants involved in the current project were assessed and referred by the appropriate contractor. CETA eligibility determinations are made by the Division of Employment Security. Potential project participants then spent a week in orientation and assessment at the Hampden District Regional Skills Center. Here the potential participant's needs and desires are assessed, and a determination is made as to which available CETA services are commensurate with the individual's needs. Testing and exposure to different vocational areas are provided. After the client is determined to have a need for the Title III-C work experience, he/she is referred to the program operator who has the final say in hiring the client.

Reviewed by John W. Goss

PLACEMENT PROCESS

The determination as to job site placement is made by the program director in conjunction with the enrollee supervisors. Whenever possible, however, job site placement takes into consideration the participants' preferences.

PAY

Participants are paid various amounts according to their job classifications. Maintenance Aids are paid $2.65 an hour for forty hours until such time as they are afforded the opportunity to transfer into a pre-apprentice slot where the rate of pay is $4.33/hour for the carpenter pre-apprentice and $3.57/hour for the painter pre-apprentice. These respective positions earn the prevailing Davis Bacon wage for the twenty hours they are spending in the respective disciplines and $2.65 an hour for the twenty hours per week they spend on the cleanup crew.

TIME AT WORK/ LEARNING SITE

Due to the late start-up date of the Memorial Square Project, a thirty-five week program has been established. Participants are paid for a forty hour work week. A twelve-month version of this project is presently under consideration by the Department of Labor for Fiscal Year 1979.

GRADUATION CREDIT

One year of apprenticeship credit is afforded to preapprentice participants by the appropriate trade unions. Unfortunately the coordinative efforts between Hampden County Manpower Consortium (HCMC), the Memorial Square Citizens Council, the Administrative Vendor for YCCIP projects, and local school officials have not yet resulted in the granting of academic credit for competencies learned on the job site. GED preparation, however, has been stressed and HCMC will continue to negotiate with local school officials to gain results.

EVALUATION OF PARTICIPANTS

Participants as well as program agents are monitored, evaluated, and counseled by an Administrative Vendor (Northern Educational Services). This Vendor is responsible for the total administration of YCCIP projects in Hampden County and is directly responsible to HCMC. Monthly tracking data and counseling reports are submitted to HCMC staff for evaluation of YCCIP projects as well as assessment of program operators.

COST

The current thirty-five-week project receives $37,271 Title III-C in funds plus considerable collateral funding from Title VI and Community Development Block Grant funds for supervisors' salaries and materials.

SUPERVISION AT COMMUNITY SITE

This project is supervised by two (2) journeymen carpenters. These carpenters closely supervise the young carpenter pre-apprentice, and provide overall supervision of the cleanup crew on a half-time basis. These individuals must be unemployed union journeymen carpenters who meet Title VI eligibility. Their salary is paid for by Title VI and Community Development Block Grant monies and is set at prevailing Davis Bacon rates. A painter journeyman supervisor is also paid under the same circumstances.

BUSINESS, LABOR, COMMUNITY INVOLVEMENT IN PROGRAM POLICY MAKING

Business, labor, and community representatives are deeply involved in program policy making in Hampden County. Refer to Hampden County Manpower Programs by Jack Goss in *Experiential Education Issues and Guidelines* published by the National Center for Research in Vocational Education at Ohio State University.

ORIENTATION FOR:

New Coordinators

New coordinators hired for this project would receive orientation provided by HCMC staff, Administrative Vendor staff, and existing Memorial Square Council staff so that new coordinators would be made fully aware of the program intent and the level of training to be provided to the participants.

Enrollees

An orientation to all new enrollees is provided by both the program operator and the Administrative Vendor so that the participant understands completely his/her responsibilities as a participant.

On-the-Job Supervisors

The orientation of on-the-job supervisors takes place at the Memorial Square Citizens Council.

COORDINATION WITH CLASSROOM INSTRUCTION

As mentioned earlier, all participants spend one (1) week at the Hampden District Regional Skills Center in Orientation and Assessment where they are exposed to several vocational areas. Additionally, participants are trained in the safe operation of hand and power tools by the respective supervisors. From time to time Memorial Square participants visit other union work sites and shadow union craftpersons at work. This type of first hand instruction is then applied to the housing rehabilitation sites at Memorial Square.

REAL WORK CREDIT FOR EXPERIENTIAL LEARNING ACTIVITIES	The respective unions recognize the value of this project type work experience and are currently hoping to place as many as three (3) Memorial Square participants into their apprenticeship programs. Although the FY 78 project has not yet reached its full length due to a late start-up date, it is assumed by HCMC staff that if the quality of training is such that the unions are looking to these youth to fill scarce apprenticeship slots, then remaining participants unable to gain union employment certainly will have adequate skills for transition into private sector employment.
PROGRAM GUIDELINES	The program operates according to a formal set of guidelines which is available through the Hampden County Manpower Consortium.
LEGAL PROBLEMS	None
TRANSPORTATION TO JOB SITE	Most participants provide their own transportation, however, a rental van is available for transportation of participants as well as for the transportation of building materials to the sites.
FOLLOW-UP STUDIES	None available at this time due to the fact that the program is still in operation.
COMMENTS	

ABSTRACT 24

PROGRAM-ADDRESS	Oakland CETA Youth Program 1422 San Pablo Oakland, California 94612
PURPOSE	To enhance the employability of Oakland's CETA eligible youth population through the provision training program that is based upon the individual prescription of services to each client.
NATIONAL MODEL	There are many CETA Youth Programs, but the Oakland Model is unique.
PUBLICATIONS	*Oakland CETA Youth Program* (revised 5/77)
TOTAL ENROLLMENT	Approximately 850 young people are served annually through the program.
FUNDING SOURCE	The program is funded by the U.S. Department of Labor.
POPULATION SERVED	Ninety percent of participants are in-school youth age fifteen to eighteen. Equal numbers of males and females are involved. Ninety-two percent of the participants are minorities. All are economically disadvantaged as defined by income poverty guidelines of the U.S. Department of Labor.
SELECTION PROCEDURE	Youth are recruited through the media and through school and agency contacts. A stratified random selection process is used. Ten percent of the slots may be reserved for candidates identified as having the greatest need for service.
PLACEMENT PROCESS	Placement is determined as a result of career exploration activities with a CETA youth counselor at the career center. This counselor maintains contact with the Oakland Youth Employment Service, which maintains a bank of approximately 400 jobs.
PAY	Paid participants work in public or private nonprofit sectors. Some young people volunteer in the private *for* profit sector. Some enrollees become involved in on-the-job training in the private sector and are paid. Paid participants receive minimum wage.

Reviewed by Velma Lucero

TIME AT WORK/ LEARNING SITE	As each youth enters the program he/she is granted a "bank account" of 500 paid hours. The student and a counselor confer to determine what blend of services, remedial instruction, career exploration, and on-the-job training, might best meet the individual's need. The 500 hours must be used within a twelve-month period.
GRADUATION CREDIT	Personnel conducting these programs are all certified teachers, thus students can receive credit for remedial classes, occupational training, and work experience.
EVALUATION OF PARTICIPANTS	Program services such as student evaluation are provided by program subcontractors in Oakland. Subcontractors include Oakland Public Schools, the Philipino community, the Chinese community, and the Oakland Career Center.
COST	
SUPERVISION AT COMMUNITY SITE	Enrollees are supervised by employers. Program coordinators maintain weekly contact with these people.
BUSINESS, LABOR, COMMUNITY INVOLVEMENT IN PROGRAM POLICY MAKING	Community-based organizations form a Technical Advisory Council which makes recommendations for program direction, disseminates information, participates in program evaluation, and makes policy recommendations.
ORIENTATION FOR:	
New Coordinators	
Enrollees	Intensive exposure to prework experience training is included in the Career Exploration component.
On-the-Job Supervisors	
COORDINATION WITH CLASSROOM INSTRUCTION	Job experiences are not coordinated with specific instruction at the home school.
REAL WORK CREDIT FOR EXPERIENTIAL LEARNING ACTIVITIES	The intent of the program is that students will earn work experience credit and thus be qualified for further employment.
PROGRAM GUIDELINES	The program operates according to a set of formal guidelines.

LEGAL PROBLEMS	None
TRANSPORTATION TO JOB SITE	
FOLLOW-UP STUDIES	Follow-up studies are available.
COMMENTS	

ABSTRACT 25

PROGRAM-ADDRESS	Occupation Work Experience Hilliard High School 5600 Scioto Darby Hilliard, Ohio 43026 Hamilton Township High School 4999 Lockbourne Road Columbus, Ohio 43207
PURPOSE	To provide academically disadvantaged youth with employability skills and credited work experience.
NATIONAL MODEL	There is an Ohio State Model for Occupation Work Experience (OWE).
PUBLICATIONS	Materials are available from the Ohio State Department of Education, Trade and Industries Division.
TOTAL ENROLLMENT	OWE was initiated in 1963 at eight pilot sites. In 1976-77, 725 programs were operating in Ohio. A typical class enrolls twenty students. Some high schools offer more than one section.
FUNDING SOURCE	The program is funded by the State Office of Education with some federal vocational education monies.
POPULATION SERVED	Participants are potential dropouts both male and female, ages sixteen to eighteen, who want to work.
SELECTION PROCEDURE	Students self-select OWE or are recommended to the program by a counselor.
PLACEMENT PROCESS	Some students locate their own employment. The program coordinator locates work for others based on their occupational interests.
PAY	Participants are paid. Wages average $2.65 to $3.50 per hour.
TIME AT WORK/ LEARNING SITE	Ideally students spend three hours in school and three hours daily on the job. Some students choose to work eight hours, after completing three hours in school. Some remain at the same job site for three years.

Reviewed by Betty Corbin and George Hamric

GRADUATION CREDIT	Enrollees earn one or two credits annually for work experience and one or two for coordinated classroom activities, depending on policies of the sponsoring high school.
EVALUATION OF PARTICIPANTS	Participants are evaluated on the job by their supervisor or foreperson.
COST	OWE is entirely funded by the State Office of Education.
SUPERVISION AT COMMUNITY SITE	The employer is responsible for direct supervision, but the OWE coordinator visits the work station weekly when the student is initially placed. Later, the coordinator visits the site every other week.
BUSINESS, LABOR, COMMUNITY INVOLVEMENT IN PROGRAM POLICY MAKING	There is no local OWE advisory committee in Hilliard. In Hamilton Township each school has an advisory committee composed of local school administration, local businesspersons, and parents of students.
ORIENTATION FOR:	
New Coordinators	New coordinators attend a two-year series of seminars. They are supervised by state personnel in classroom techniques. They must become acquainted with state rules and regulations defining the OWE Program.
Enrollees	Enrollees are oriented in an affiliated OWE course.
On-the-Job Supervisors	There are no on-the-job supervisors. Coordinators meet individually with employers to describe the program.
COORDINATION WITH CLASSROOM INSTRUCTION	Class instruction in the affiliated OWE course is related to on-the-job experiences.
REAL WORK CREDIT FOR EXPERIENTIAL LEARNING ACTIVITIES	Participants learn a specific skill and thus develop employability potential.
PROGRAM GUIDELINES	Guidelines are available through the State Department of Education, but programs are flexible and problems are usually approached from a local perspective.
LEGAL PROBLEMS	Student wages have been withheld illegally.

TRANSPORTATION TO JOB SITE	Students provide their own transportation.
FOLLOW-UP STUDIES	One-, three-, and five-year follow-up studies are available.
COMMENTS	

ABSTRACT 26

PROGRAM-ADDRESS	Occupational Work Adjustment Beery Junior High School 2740 Lockbourne Road Columbus, Ohio 43207
PURPOSE	To aid the movement of students toward successful completion of a vocational or academic high school program. The ultimate goal of Occupational Work Adjustment is identical to that of the regular educational program, to produce well-adjusted, educated, productive, and responsible citizens.
NATIONAL MODEL	Occupational Work Adjustment is a program developed by the Department of Education of Ohio. Currently 7,509 students in Ohio are enrolled. The National Model is the Work, Experience and Career Exploration Program (WECEP) as specified in the Vocational Education Amendments.
PUBLICATIONS	The *OWA Handbook* is published by the State of Ohio Department of Education.
TOTAL ENROLLMENT	Between twenty to thirty students participate in the Beery Junior High School program each year.
FUNDING SOURCE	The program is funded with money from federal, state, and local sources.
POPULATION SERVED	Participants are ninth graders, fourteen to fifteen years old who are academically and/or socially disadvantaged. There are no income restrictions.
SELECTION PROCEDURE	Participants are selected by the OWA coordinator in consultation with teachers and counselors. Selection criteria are grades, attendance, and potential to benefit from a work experience.
PLACEMENT PROCESS	The coordinator interviews extensively with new enrollees during the spring and summer preceeding the ninth grade. The coordinator locates a work site in the community commensurate with the young person's interests and abilities.
PAY	Participants are paid $2.65 in the private sector and $1.84 in the public sector.

Reviewed by Charles E. Tennant

TIME AT WORK/ LEARNING SITE	OWA enrollees work three hours per day, five days a week, ten months a year. They attend junior high classes from 7:45 a.m. until 11:00 a.m.
GRADUATION CREDIT	Students receive two credits (four semester credits), one for a classroom-based, career related class and one for their work experience.
EVALUATION OF PARTICIPANTS	The student is evaluated by the employer who completes an evaluation form every six weeks, and by the coordinator who assigns a grade for the work experience component.
COST	The total cost of the OWA student's education and placement per year is $1,932.00.
SUPERVISION AT COMMUNITY SITE	The employer and the coordinator, who visits each job site two to three times per week, supervise students.
BUSINESS, LABOR, COMMUNITY INVOLVEMENT IN PROGRAM POLICY MAKING	The program advisory board consists of the principal, counselors, parents, and employers. They are directly involved in making decisions regarding specific students.
ORIENTATION FOR:	
New Coordinators	There is one coordinator at Beery Junior High who has been with the program since 1974.
Enrollees	The coordinator works individually with enrollees from April of the ninth grade to prepare them for job entry.
On-the-Job Supervisors	Coordinator orients new employers individually.
COORDINATION WITH CLASSROOM INSTRUCTION	The program coordinator works with OWA enrollees ninety minutes per day in the classroom teaching English and a career related course. Students spend an additional ninety minutes in other courses at Beery Junior High.
REAL WORK CREDIT FOR EXPERIENTIAL LEARNING ACTIVITIES	Employers use the work experience placement as a preemployment screen. Many students stay with OWA jobs as they go on to high school.
PROGRAM GUIDELINES	The state of Ohio has developed a formal set of guidelines for OWA programs.

LEGAL PROBLEMS	Students under sixteen cannot legally work more than twenty-three hours per week. Some students request longer hours.
TRANSPORTATION TO JOB SITE	Enrollees use public transportation.
FOLLOW-UP STUDIES	Federal funding sources require a five-year follow-up study. The first complete study will be available in 1979.
COMMENTS	Over the past four years OWA students have averaged $23,000 a year, per class, in wages earned. *The New York Times* has featured the Beery Junior High program as an innovation in experiential education.

ABSTRACT 27

PROGRAM-ADDRESS	Pivot Corporation 3627 1st Avenue South Seattle, Washington 98134
PURPOSE	To provide employment, experience, and positive records to disadvantaged people with little or no prior experience such as ex-offenders, long-term welfare recipients, out-of-school youth.
NATIONAL MODEL	The National Supported Work Demonstration Project is funded through a consortium of five federal agencies and the Ford Foundation. The national program is administered by the Manpower Demonstration Research Corporation of New York. (3 Park Avenue—212-532-3200)
PUBLICATIONS	None
TOTAL ENROLLMENT	During 1977 Pivot enrolled 306 new participants. Over the past three years, it enrolled over 500 participants.
FUNDING SOURCE	The program is funded by Manpower Demonstration Research Corporation, CETA, Private Foundation Grants, and self-generated revenues.
POPULATION SERVED	The average Pivot participant is a twenty-eight year old, black male ex-offender released from a correction facility within the past six months. The average educational level is tenth grade; poverty income status is typical.
SELECTION PROCEDURE	Participants are referred from correctional facilities, work release facilities, courts, nonprofit referral agencies, and by word-of-mouth.
PLACEMENT PROCESS	Placement is determined based on availability of jobs and participants interests.
PAY	Starting wage is $3.00/hour with raises after two months, five months, and nine months. Participants can remain in the program a maximum of twelve months.
TIME AT WORK/ LEARNING SITE	Participants work eight hours per day, five days per week, for a maximum of twelve months. Average length of time employed at Pivot is four to six months.
GRADUATION CREDIT	No credit is given.

Reviewed by Stanley Barnes

EVALUATION OF PARTICIPANTS	Site supervisors evaluate participants.
COST	Cost per placement is approximately $11,000.
SUPERVISION AT COMMUNITY SITE	Site supervisors oversee trainees.
BUSINESS, LABOR, COMMUNITY INVOLVEMENT IN PROGRAM POLICY MAKING	Pivot's board of directors includes representatives from the local business community, local government agencies, and a member of the Human Resources Development Institute of the AFL-CIO.
ORIENTATION FOR:	
New Coordinators	N/A
Enrollees	Orientation is provided.
On-the-Job Supervisors	Orientation is provided.
COORDINATION WITH CLASSROOM INSTRUCTION	Pivot offers some classroom instruction in basic job-related math, construction skills, and on-the-job safety.
REAL WORK CREDIT FOR EXPERIENTIAL LEARNING ACTIVITIES	Pivot administrators define the experience gained at Pivot as job experience and work adjustment training. Participants list Pivot employment on job applications just as they would any other job.
PROGRAM GUIDELINES	Guidelines are available.
LEGAL PROBLEMS	Pivot Corporation works closely with law enforcement agencies and officials to coordinate progress of individual participants. Pivot is visited occasionally by parole and probation officers who come to check on clients' progress. Occasionally law enforcement officials visit looking for persons suspected of crimes. These visits are handled as discreetly as possible to avoid distractions from the job and to protect confidentiality of the participant in question. Other legal problems are minor business problems such as collecting debts.
TRANSPORTATION TO JOB SITE	Workers are responsible for their own transportation. Most use public transportation and some have formed private car pools.

FOLLOW-UP STUDIES

Pivot Corporation is one of thirteen operating units in the National Supported Work Project which generates research data on supported work sites. Information generated by this project is compiled and analyzed by Mathmatica, Inc., a private research corporation in Princeton, New Jersey. The research will test the feasibility of supported work as a means of providing employment, training, and placement services to hard-to-employ persons. Final results of research will be available in 1979. Annual reports are issued by the Manpower Demonstration Research Corporation.

COMMENTS

ABSTRACT 28

PROGRAM-ADDRESS	Pre-Apprenticeship Program Bureau of Apprenticeship and Training Plaza 9, Erie View Building Cleveland, Ohio
PURPOSE	To provide high school seniors with vocational training an opportunity to begin progressing toward a journeyman's rating in the metal trades or any apprenticeable occupation.
NATIONAL MODEL	The Department of Labor is piloting a national model in Cleveland, Houston, Nashville, and New Orleans.
PUBLICATIONS	Programs were initiated in September 1977. No publications are yet available.
TOTAL ENROLLMENT	Sixty-six high school seniors are currently involved in the program in Cleveland.
FUNDING SOURCE	The Pre-Apprenticeship Program is funded by DOL through the Bureau of Apprenticeship Training.
POPULATION SERVED	Participants are seniors in high school who are enrolled in a vocational education course.
SELECTION PROCEDURE	Students are referred by vocational teachers and counselors and are interviewed.
PLACEMENT PROCESS	Students are placed in nonunion and union shops. Placement sites are located by three program coordinators.
PAY	Participants are paid minimum wage or better.
TIME AT WORK/ LEARNING SITE	Participants generally spend a half day at school, and four hours daily at the job site during the course of their senior year.
GRADUATION CREDIT	Generally students do not receive high school credit, but they do get hourly credit which applies toward the 8,000 hour metal trades apprenticeship requirement.
EVALUATION OF PARTICIPANTS	The program sponsor evaluates students.
COST	Employers are reimbursed up to $1,700.00 annually per student to cover wages and program costs.

Reviewed by James E. White.

SUPERVISION AT COMMUNITY SITE	A monthly report is submitted by the employer to program coordinators at the high school.
BUSINESS, LABOR, COMMUNITY INVOLVEMENT IN PROGRAM POLICY MAKING	The Northeast Ohio Apprenticeship Council composed of representatives from the United Labor Agency, the Employment Service, the Recruitment and training program, various apprenticeship programs and from the business/industrial sector, is the established advisory board for the "Pre-apprenticeship Program."
ORIENTATION FOR:	
New Coordinators	N/A
Enrollees	Coordinators conduct pretraining orientations where grooming and winning work attitudes are discussed.
On-the-Job Supervisors	
COORDINATION WITH CLASSROOM INSTRUCTION	The pre-apprenticeship experience is basically an extension of the students' vocational education course work.
REAL WORK CREDIT FOR EXPERIENTIAL LEARNING ACTIVITIES	Employers acknowledge pre-apprenticeship preparation toward the journeymen's rating.
PROGRAM GUIDELINES	Available from the Bureau of Apprenticeship Training or the Department of Labor.
LEGAL PROBLEMS	
TRANSPORTATION TO JOB SITE	Apprentices in Cleveland use public transportation. Transportation access is considered when sites are recruited.
FOLLOW-UP STUDIES	None available at this time.
COMMENTS	

ABSTRACT 29

PROGRAM-ADDRESS	Project Bridges Somersworth High School Memorial Drive Somersworth, New Hampshire 03878
PURPOSE	To provide job training for students in vocational areas in which the school does not offer programs.
NATIONAL MODEL	None
PUBLICATIONS	*Career Exploration and Skills Development: The Community Training Site Method*
TOTAL ENROLLMENT	Approximately sixty students participate in the program each year.
FUNDING SOURCE	Project Bridges is funded by federal Vocational Education Part D funds (PL 90-576).
POPULATION SERVED	Program participation is usually limited to juniors and seniors. The program is open to both sexes, but more girls participate than boys. Students come from both vocational and nonvocational courses and from all ability levels including special needs students. Many of the school's top students are enrolled in Project Bridges.
SELECTION PROCEDURE	Potential enrollees are interviewed by staff. Students may select, from a list of open positions, the training site that interests them.
PLACEMENT PROCESS	Placement is based on the student's interests, abilities, and in some cases, previous coursework.
PAY	Participants are not paid.
TIME AT WORK/ LEARNING SITE	Students spend nine to eighteen weeks at the training site. They work two hours a day, five days a week.
GRADUATION CREDIT	One-half credit is granted for nine weeks (one term), and one credit for eighteen weeks (two terms).
EVALUATION OF PARTICIPANTS	The trainer at the site evaluates the student's progress.

Reviewed by Martha W. Dignan

COST	The program cost the district approximately $93.00 per student for 1977-1978. This figure includes one-third of the community placement coordinator's salary, driver's salary, gas expenses for driver, and reimbursement for students who use their own cars.
SUPERVISION AT COMMUNITY SITE	The community placement coordinator visits each site where a student is enrolled a minimum of twice a term.
BUSINESS, LABOR, COMMUNITY INVOLVEMENT IN PROGRAM POLICY MAKING	All trainers have been involved in program decision making through workshops and informal exchanges. Trainers do not have "votes," or sit on a board, but their opinions and ideas have been actively solicited.
ORIENTATION FOR:	
New Coordinators	Orientation is provided.
Enrollees	Orientation is provided.
On-the-Job Supervisors	Orientation is provided.
COORDINATION WITH CLASSROOM INSTRUCTION	The underlying idea of the project is to provide on-the-job training in vocational areas not offered at the high school. Job experiences are not systematically analyzed in a classroom context, but the placement is usually related to the enrollee's major field of study.
REAL WORK CREDIT FOR EXPERIENTIAL LEARNING ACTIVITIES	Employers regard Bridges participation as work experience; 10-20 percent of our students are hired full- or part-time at the site where they trained. The trainer is not under any obligation to hire trainees.
PROGRAM GUIDELINES	Guidelines have been developed.
LEGAL PROBLEMS	Thee have been no legal problems.
TRANSPORTATION TO JOB SITE	A driver hired with project funds transports some students. Others use their own cars and are reimbursed for mileage.
FOLLOW-UP STUDIES	A copy of last year's (1976-1977) follow-up study is available on request.
COMMENTS	

ABSTRACT 30

PROGRAM-ADDRESS	Project NOW Findlay City Schools 318 Broadway Findlay, Ohio 45840
PURPOSE	To provide the handicapped student with experience in a work environment that will foster the development of acceptable working behavior and lead to employment in the community.
NATIONAL MODEL	None
PUBLICATIONS	*The New Opportunities in Work Project* Findlay City Schools
COMPONENTS	Prevocational workshop; work evaluation/assessment center; five vocational skill classes; community job stations and employment.
TOTAL ENROLLMENT	One hundred fifty senior high students and fifty junior high students participate annually.
FUNDING SOURCE	NOW is supported by federal Special Needs monies funded through the Division of Vocational Education, State Department of Education; by state school foundation money through the vocational units approved by the Division of Vocational Education; by local school funds for student transportation, and some facility expenses. Some teaching personnel are supported by state Special Education money.
POPULATION SERVED	Participants are EMR, hearing impaired, learning disabled, and selected handicapped students age fifteen to twenty-one. Most are enrolled in special education classes in one of twelve home school districts.
SELECTION PROCEDURE	Project NOW is available to all students enrolled in special education classes at the cooperating public schools. Other learning handicapped students may be referred by teachers, counselors, and principals.
PLACEMENT PROCESS	Junior high students enter the prevocational workshop to learn general employability skills. They are then processed through the work evaluation/assessment center, and placed in a vocational skill class appropriate to their abilities and interests. The vocational teacher, after providing laboratory skill training and some teacher-supervised community work experiences, refers the student to the work-study coordinator for a community job training station, a part-time, or full-time job.

Reviewed by C. Robert Baker

PAY	Participants are paid for piecework in the prevocational workshop and receive entry-level wages at job training stations and community employment.
TIME AT WORK/ LEARNING SITE	Junior high students work one to two hours daily at the prevocational workshop at The Project. The vocational classes operate three hours a day. At the junior class level students may work part-time in the community. As seniors, students are expected to work at least part-time and usually have full-time employment by graduation.
GRADUATION CREDIT	Participants receive one to four credits for work experience. At most cooperating schools, work experience credits are required for graduation.
EVALUATION OF PARTICIPANTS	Employers, work-study coordinators, and sometimes vocational teachers evaluate students on the job.
COST	The prevocational workshop subcontracts jobs from various industries. These jobs provide student wages and part of the expense of supervision. The vocational skill classes provide services such as the following to the public at cost level: printing, auto repair, food service. Students are not paid for time in class. Salaries for the community-employed students are paid by the employer.
SUPERVISION AT COMMUNITY SITE	Vocational and special education teachers supervise prevocational students at the workshop. In community jobs, employers provide supervision.
BUSINESS, LABOR, COMMUNITY INVOLVEMENT IN PROGRAM POLICY MAKING	Each area of the program has its own active community advisory committee.
ORIENTATION FOR:	
New Coordinators	Inservice meetings and regular staffings are scheduled for all personnel.
Enrollees	Students are individually oriented through home visits, school visits, and interviews with students and parents and the vocational counselor.
On-the-Job Supervisors	Work-study coordinators maintain close contact with the employers who supervise students.

COORDINATION WITH CLASSROOM INSTRUCTION	Special education teachers accompany students as they participate in vocational education training. Job placement is essentially the applied component of the vocational training program.
REAL WORK CREDIT FOR EXPERIENTIAL LEARNING ACTIVITIES	Prevocational workshop experience and laboratory work experience in vocational areas provide the basis for teacher recommendation to employers and the work-study coordinators. Community job training stations and employment are considered a part of the student's work record and earn work credit.
PROGRAM GUIDELINES	Available upon request.
LEGAL PROBLEMS	There have been no legal problems.
TRANSPORTATION TO JOB SITE	Participants are transported to the work site by bus or some drive their own cars.
FOLLOW-UP STUDIES	Follow-up studies and evaluation data are available for the 1977-78 graduates.
COMMENTS	

ABSTRACT 31

PROGRAM-ADDRESS	Corporate Headquarters Recruitment and Training Program 162 5th Avenue New York, New York 10010
PURPOSE	To place minorities in apprenticeship training programs and to recruit and place women in nontraditional jobs.
NATIONAL MODEL	A national model based on the "outreach" concept was developed in 1964 when the Recruitment and Training Program (RTP) was incorporated.
PUBLICATIONS	*Building for Tomorrow* RTP, Inc.
TOTAL ENROLLMENT	RTP has fifty-six offices in twenty-three states. Approximately four thousand recruits are placed annually.
FUNDING SOURCE	RTP is funded by the U.S. Department of Labor with additional support from local CETA prime sponsors, state and city governments, and foundations.
POPULATION SERVED	RTP serves minorities and women age seventeen through sixty. Most are initially in lower income categories.
SELECTION PROCEDURE	Participants are recruited in churches, pool halls, schools, unemployment lines, and through the media that serve minority communities.
PLACEMENT PROCESS	Placement is determined based on the career interests of the individual, current openings in the respective occupations and geographic considerations.
PAY	RTP provides a placement and preparatory service. It does not employ or train individuals.
TIME AT WORK/ LEARNING SITE	Eighty-seven percent of individuals placed remain on the job for one year or longer.
ACADEMIC CREDIT	Participants do not receive credit from RTP, however, the organization does provide tutoring services for individuals who want to complete the G.E.D.
EVALUATION OF PARTICIPANTS	Individuals placed are evaluated by forepersons or employers.
COST	No cost for services to participants or employers.

Reviewed by John Swann

SUPERVISION AT COMMUNITY SITE	Forepersons or supervisors supervise workers on the job.
BUSINESS, LABOR, COMMUNITY INVOLVEMENT IN PROGRAM POLICY MAKING	RTP staff members maintain close ties with local unions and employers to monitor changes in contracts and job opportunities.
ORIENTATION FOR:	
New Coordinators	A RTP training institute orients and trains outreach staff members from across the country. The program is one week long.
Enrollees	Enrollees are individually oriented by RTP staff. The process includes counseling on test taking, grooming, interview skills, and work site protocol and responsibilities.
On-the-Job Supervisors	Same as evaluation of participants.
COORDINATION WITH CLASSROOM INSTRUCTION	Work closely with high school counselors and teachers.
REAL WORK CREDIT FOR EXPERIENTIAL LEARNING ACTIVITIES	The placement is in an actual paid working situation.
PROGRAM GUIDELINES	The funding source specifies programmatic guidelines for each RTP operation. An executive staff meets monthly to establish, review, and adjust operational guidelines.
LEGAL PROBLEMS	A not-for-profit corporation with adequate legal counsel to resolve any legal problems.
TRANSPORTATION TO JOB SITE	Placed individuals provide their own transportation. In emergencies RTP staff will assist with transportation.
FOLLOW-UP STUDIES	RTP staff maintains contact with "graduates" and statistical follow-up information is available.
COMMENTS	

ABSTRACT 32

PROGRAM-ADDRESS	Rockwell Adoptive School Program Rockwell International 600 Grant St. Pittsburgh, Pennsylvania 15219
PURPOSE	To assist young people in developing attitudes and abilities which will be useful as they plan careers and seek employment.
NATIONAL MODEL	Several Rockwell installations support similar programs. The prototype project (Advance Career Training Program) is at Rockwell's Southern California Divisions.
PUBLICATIONS	*The Rockwell Adoptive School Program*, September 1976—June 1978.
TOTAL ENROLLMENT	Fifteen students are involved in the Rockwell Adoptive School Program (RASP). They are "adopted" by the company late in their ninth grade year and participate in program activities through graduation.
FUNDING SOURCE	Rockwell International funds the program for the students participating in the Advance Career Training Program. Public transportation tokens are furnished by the Pittsburgh Board of Education for this purpose. The students also have a sales program where they earn money, establish a sales account, and use the profit to help defray expenses on their annual tours.
POPULATION SERVED	The students are black, fifteen and sixteen years of age in their sophomore year, eight are female and seven are male, with an average scholastic standing. They all live in the surrounding community of families of average to low income.
SELECTION PROCEDURE	The Westinghouse High School staff recommends several students, who are keeping up with their studies but not excelling. They then interview with Rockwell program advisors. To some extent selection of RASP students for the Advance Career Training portion of the program is based on the match between the applicant's career interests and positions available at Rockwell.
PLACEMENT PROCESS	Representatives from public relations, graphics, reproduction, telecommunications and data processing departments met during the summer with the RASP advisor and chairperson to match student career goals with available internship positions.

Reviewed by Arletta P. Fountain

PAY	Participants are not paid.
TIME AT WORK/ LEARNING SITE	Students are involved in job site activities from 2:00 p.m. to 5:00 p.m., two to three days per week, over the course of three years.
GRADUATION CREDIT	The Pittsburgh Board of Education and the Rockwell Advisory Board have arranged for students to receive one credit per year for their work experiences.
EVALUATION OF PARTICIPANTS	The department instructor develops goals and objectives for each student assigned to his/her department. These are communicated to the student. The department instructors send written evaluations to the RASP chairperson monthly. Evaluations are sent to the school and credit is granted.
COST	The school provides bus tokens for participants' transportation to and from their job site. All other transportation costs are provided by Rockwell. Rockwell spends an average of $1,500 per year on the program.
SUPERVISION AT COMMUNITY SITE	Rockwell employees volunteer as student advisors. The RASP concept was initiated by concerned employees who had been involved with the Pittsburgh Youth Motivation Task Force and wanted to develop a program with a specific local, personal emphasis.
BUSINESS, LABOR, COMMUNITY INVOLVEMENT IN PROGRAM POLICY MAKING	The policy making committee is limited to the RASP Advisory Committee and RASP leaders.
ORIENTATION FOR:	
New Coordinators/ On-the-Job Supervisors	New coordinators and supervisors for all phases of this program are chosen from RASP leaders who have been actively involved from the inception of the program.
Enrollees	Orientation is provided at the beginning of each school year.
COORDINATION WITH CLASSROOM INSTRUCTION	Several of the participants are enrolled in vocational classes in which they learn skills which they apply at their Rockwell placements, but there is currently little communication between the Rockwell team and the high school teachers.

REAL WORK CREDIT FOR EXPERIENTIAL LEARNING ACTIVITIES	RASP graduates have not as yet been on the job market.
PROGRAM GUIDELINES	Guidelines exist and are reviewed with the students annually.
LEGAL PROBLEMS	The company counsel has anticipated and dealt with legal problems. Currently, Rockwell is investigating the possibility of paying students and is evaluating the legal ramifications, i.e., insurance and labor union negotiations.
TRANSPORTATION TO JOB SITE	Enrollees use public transportation. Tokens are provided by the school.
FOLLOW-UP STUDIES	The first group of adoptees will graduate this year. In 1979 Rockwell will select a new group from the sophomore class at the same high school.
COMMENTS	Of fifteen original participants, ten are still with the program after three years. Rockwell is developing a scholarship fund to finance college costs for program graduates.

ABSTRACT 33

PROGRAM-ADDRESS	*70001* Ltd. National Office Robscott Building 151 Chestnut Hill Road Newark, Delaware 19711
PURPOSE	To assist and motivate young people to obtain and retain unsubsidized employment in the private sector, primarily in distributive occupations. To provide preemployment training, job placement assistance, career education, motivational activities, and help in preparing them for the G.E.D.
NATIONAL MODEL	The national model evolved from a pilot project initiated in 1969 through a grant from the Thom McAn Company to the Distributive Education Clubs of America. *70001* Ltd. was formed in 1976 as an independent, nonprofit corporation and provides technical assistance and services (in areas such as preemployment training, job placement, and youth organization activities) to local *70001* programs throughout the country.
PUBLICATIONS	*Going Places!* (magazine); *Update* (newsletter); periodic progress reports.
TOTAL ENROLLMENT	For the sixteen-month period that ended July 1, 1978, enrollment totaled 4,000 and 3,000 were placed in jobs by thirty-five programs in sixteen states.
FUNDING SOURCE	Currently *70001* Ltd. is funded at the national level through a contract with the Department of Labor and by service fees. Local programs generally are administered and funded locally, most often through CETA.
POPULATION SERVED	Participants, called associates, are disadvantaged high school dropuots age sixteen to twenty-two.
SELECTION PROCEDURE	Associates are referred by school counselors, juvenile justice agencies, social agencies, and CETA, and are recruited through peers and news media.
PLACEMENT PROCESS	Coordinators work with employers to develop unsubsidized job openings in the private sector and work with associates to help them select those jobs most appropriate to the individual's abilities and interests.
PAY	Employers pay the associates standard, entry-level wages, which averaged $2.83 an hour for the sixteen-month period ending July 1, 1978.

Reviewed by Jerry Sapienza

TIME AT WORK/ LEARNING SITE	Associates may remain at their jobs indefinitely, however, full- and part-time jobs are available.
GRADUATION CREDIT	Associates are not enrolled in school, thus do not receive credit for work experience. They study to pass the high school equivalency exam.
EVALUATION OF PARTICIPANTS	The coordinator monitors associates in three basic areas: progress in preemployment training, progress towards G.E.D., and progress on the job.
COST	Wages are unsubsidized and are paid by the private sector employer. This is a factor contributing to *70001*'s lower operating costs. The direct cost of $1,209 per job placement compares favorably to the $3,761 national average for CETA Title I programs.
SUPERVISION AT COMMUNITY SITE	Program staff supervises associates at program site during participation in preemployment training, G.E.D. preparation, and youth activities. On-the-job supervision is provided by the department manager. The program coordinator visits the job site weekly.
BUSINESS, LABOR, COMMUNITY INVOLVEMENT IN PROGRAM POLICY MAKING	Each local project has an advisory council composed of leaders from the public and private sectors who consult with staff, often work directly with associates, help identify and meet community needs, and generate community and employer support of the program. Support groups on the national level include the Business and Congressional Associates of *70001* Ltd.
ORIENTATION FOR:	
New Coordinators	New coordinators are sent to the national office for a three-day orientation.
Enrollees	An associate orientation of up to three weeks precedes job placement.
On-the-Job Supervisors	Coordinators orient potential employers individually at the job site.
COORDINATION WITH CLASSROOM INSTRUCTION	On-the-job visits with the employer enable the coordinator to identify additional training needs which are addressed during after-hours instruction with the associate.

REAL WORK CREDIT FOR EXPERIENTIAL LEARNING ACTIVITIES	None
PROGRAM GUIDELINES	Guidelines are available from the national office of *70001* Ltd.
LEGAL PROBLEMS	In some states, associates cannot attempt the G.E.D. exam until they are nineteen, or until their high school class has graduated.
TRANSPORTATION TO JOB SITE	Generally, associates are responsible for their own transportation. Transportation problems are considered before placement is determined. Some local *70001* programs have vans to help provide transportation.
FOLLOW-UP STUDIES	A 1976 study of *70001* graduates showed that 75 percent were employed or furthering their education; 91 percent of those working were in full-time jobs; 30 percent were in some form of higher education. Results of a second follow-up study will be available in the fall of 1978.
COMMENTS	*70001* is the only employment and training program with its own youth organization as a motivational component. The youth organization (*70001* Career Association) initiates numerous social, community and educational activities. Local, regional and national seminars enable associates to compete in work-related skills, such as job interview, effective selling, human relations, decision making, oral communications, and cashiering.

ABSTRACT 34

PROGRAM-ADDRESS	Skyline Career Development Center 777 Forney Road Dallas, Texas 75227
PURPOSE	Skyline is a multi-purpose facility which provides maximum educational opportunities to the citizens of the Dallas Independent School District.
NATIONAL MODEL	Skyline was recognized by the U.S. Commissioner of Education as a national model in 1973.
PUBLICATIONS	*Skyline Career Development Center* published by Dallas Independent School District.
TOTAL ENROLLMENT	Two hundred to 300 students participate in the on-the-job training component of the Career Development Center Program. During the course of their high school experience 60 percent of the Center's 2,000 students participate in the on-the-job training option.
FUNDING SOURCE	The program is funded by the Dallas Independent School District and through vocational education monies.
POPULATION SERVED	Any student in the Dallas Independent School District may enroll at the Skyline Career Center and opt to participate in on-the-job training.
SELECTION PROCEDURE	Participants are graduates of skill training modules in fields such as computer programming or electronics. After having completed the skill training component, a student self-selects the on-the-job training experience.
PLACEMENT PROCESS	Job site placement is based upon training level achieved on-the-job training positions available, and instructor's recommendations of specific students.
PAY	Participants are usually paid.
TIME AT WORK/ LEARNING SITE	Students work three hours daily (either 8:00 a.m. to 11:00 a.m. or 1:00 p.m. to 4:00 p.m.) for nine weeks.
GRADUATION CREDIT	Students are given credit in conjunction with their skill training program.
EVALUATION OF PARTICIPANTS	Employers, in collaboration with the coordinators, evaluate the participants.

Reviewed by Weldon R. Griffith

COST	Initially the Career Development Center was more expensive due to equipment costs, but ongoing expenses are approximately the same as those of a typical high school.
SUPERVISION AT COMMUNITY SITE	Conducted by site personnel and periodical visits by the school coordinator.
BUSINESS, LABOR, COMMUNITY INVOLVEMENT IN PROGRAM POLICY MAKING	Cluster coordinators maintain close contact with local business and labor leaders in their respective fields.
ORIENTATION FOR:	
New Coordinators	All coordinators participate in staff development activities on a scheduled basis before and during the school year.
Enrollees	In order to qualify for on-the-job training, a candidate must complete a written preemployment training package. This packet takes approximately twelve hours to complete and covers resume writing, interview skills, etc.
On-the-Job Supervisors	Supervisors, lead persons, and administration staff provide supervision.
COORDINATION WITH CLASSROOM INSTRUCTION	The on-the-job training experiences culminate two years of skill training in the field of placement.
REAL WORK CREDIT FOR EXPERIENTIAL LEARNING ACTIVITIES	Many students become employed as a result of work records established during on-the-job training.
PROGRAM GUIDELINES	Guidelines vary from cluster to cluster.
LEGAL PROBLEMS	There have been no legal problems.
TRANSPORTATION TO JOB SITE	Enrollees must provide their own transportation. At times this restricts placement options.
FOLLOW-UP STUDIES	Follow-up studies are being conducted on a one-to-five-year cycle with involvement from the Texas Education Agency, the Research and Development Department of the Dallas Independent School District, and instructors of the involved programs.
COMMENTS	

ABSTRACT 35

PROGRAM-ADDRESS	Student Apprenticeship Program Enterprise for High School Students 1948 Pacific Avenue San Francisco, California 94109
PURPOSE	To place talented high school students in professional apprenticeships.
NATIONAL MODEL	The Apprenticeships in Career Exploration and the Medical Apprenticeship Program are among many experiential options developed by Enterprise for High School Students, a volunteer organization in San Francisco.
PUBLICATIONS	A brochure, *Apprenticeships in Career Exploration*, is available.
TOTAL ENROLLMENT	Fifty-five students participate annually in the spring semester Apprenticeships in Career Exploration (ACE) program. Apoproximately forty students take part in the summer Medical Apprenticeship Program.
FUNDING SOURCE	The program is financially supported by the Junior League of San Francisco, Inc.
POPULATION SERVED	Participants are highly motivated, academically talented, high school juniors and seniors from public, private, and parochial schools in San Francisco.
SELECTION PROCEDURE	Last year 153 students applied for ACE. After screening by a review committee, 55 were selected based on potential and strength of career interest. One hundred eighty-five applied for the summer medical apprenticeships. After screening and interviews, 43 were accepted.
PLACEMENT PROCESS	Enrollees are referred to participating professionals in their respective fields of interest. Final assignment is made based on interviews between students and these professionals.
PAY	Participants are not paid. Students participating in the Medical Apprenticeship program receive a $400 grant upon completing the program.
TIME AT WORK/ LEARNING SITE	ACE participants work six to ten hours per week after school during the spring semester. Medical apprentices work forty hours weekly for seven weeks during the summer.

Reviewed by Linda Graham

GRADUATION CREDIT	Many students receive graduation credit from their home high schools.
EVALUATION OF PARTICIPANTS	Students are evaluated by their professional-mentors.
COST	The cost is in time invested by professional mentors rather than dollars.
SUPERVISION AT COMMUNITY SITE	Mentors supervise apprentices, they assign and review tasks, monitor independent research projects, and advise the student regarding further training.
BUSINESS, LABOR, COMMUNITY INVOLVEMENT IN PROGRAM POLICY MAKING	Supervisors are polled regularly and their feedback is considerd a program policy is established.
ORIENTATION FOR:	
New Coordinators	Enterprise for High School Students trains the volunteers who run the program.
Enrollees	A group orientation is conducted by the coordinator at the beginning of each apprenticeship program.
On-the-Job Supervisors	Supervisors may meet with staff if requested to design apprenticeship.
COORDINATION WITH CLASSROOM INSTRUCTION	There is a "teacher of record" at each school responsible for granting credit. Interns meet regularly in small group seminars with an advisor to discuss apprenticeship experiences.
REAL WORK CREDIT FOR EXPERIENTIAL LEARNING ACTIVITIES	Students often receive employment opportunities based on recommendations from ACE supervisors.
PROGRAM GUIDELINES	Description of goals and operational procedures is available.
LEGAL PROBLEMS	None
TRANSPORTATION TO JOB SITE	Enrollees provide their own transportation.
FOLLOW-UP STUDIES	Students, supervisors, and advisors complete an evaluation questionnaire at the end of each program. A follow-up study is done after three years.
COMMENTS	

ABSTRACT 36

PROGRAM-ADDRESS	Vocational Exploration Program National Alliance of Business 380 Madison Avenue New York, New York 10017
PURPOSE	To educate needy youngsters about the realities of work.
NATIONAL MODEL	The national model was piloted in 1976 by The National Alliance of Business and the AFL-CIO Human Resources Development Institute (HRDI) for the Department of Labor. The New York program is described below.
PUBLICATIONS	*The 1977 Vocational Education Program—A Lesson in Work Education* by Irving Lipkowitz of the Public Education Association.
TOTAL ENROLLMENT	One hundred thirty enrollees participated in the New York Vocational Exploration Program in 1977.
FUNDING SOURCE	The Vocational Exploration Program is funded by the Department of Labor under Title III, CETA.
POPULATION SERVED	Economically disadvantaged eleventh and twelfth graders with no prior exposure to business are eligible for the program.
SELECTION PROCEDURE	The Cooperative Education Bureau of the Board of Education selects and screens students.
PLACEMENT PROCESS	In the summer of 1977, students were assigned at random to ten units which were in turn assigned to three firm clusters. One group of ten was placed with one employer in entry-level jobs.
PAY	Participants receive minimum wage.
TIME AT WORK/ LEARNING SITE	Program lasted four weeks. Student groups of ten rotated through four, one-week experiences with four firms, spending six hours per day at the site. One group of ten spent eight weeks with one employer, in entry-level jobs and weekly seminars.
GRADUATION CREDIT	None
EVALUATION OF PARTICIPANTS	Company and program coordinators evaluated participants.

Reviewed by Irving Lipowitz and Mary Bohen

COST	Employers are reimbursed by Department of Labor for student salaries and other program related expenses. Major expense for employers was in time required to orient and train participants.
SUPERVISION AT COMMUNITY SITE	One coordinator supervised a group of ten enrollees at each job site.
BUSINESS, LABOR, COMMUNITY INVOLVEMENT IN PROGRAM POLICY MAKING	Fifteen employer/subcontractors from thirteen private firms, one union, and one agency organized the on-site experiences with technical support from National Alliance of Business and AFL-CIO.
ORIENTATION FOR:	
New Coordinators/ On-the-Job Supervisors	Program orientation was provided by NAB/HRDI before the students' schedule began.
Enrollees	Firms provided extensive orientation. Students requested less orientation, more work.
COORDINATION WITH CLASSROOM INSTRUCTION	None
REAL WORK CREDIT FOR EXPERIENTIAL LEARNING ACTIVITIES	It is doubtful that work credit will be given as most enrollees were observing and learning rather than doing actual work.
PROGRAM GUIDELINES	Vocational Exploration Program youngsters may not be placed in roles which augment employer profits or services, violate health and safety regulations, displace members of the existing workforce, or prevent the hiring of new or laid off workers.
LEGAL PROBLEMS	There have been no legal problems.
TRANSPORTATION TO JOB SITE	Bus or subway fare provided.
FOLLOW-UP STUDIES	Parents, coordinators, business people and students reacted favorably to the Vocational Exploration Program survey, but all agreed that the program should include more actual work. Involvement was too passive. Coordinators were especially vehement on this point.
COMMENTS	The program design was altered in 1978 to provide more actual work. Academic credit is being discussed with the Board of Education.

ABSTRACT 37

PROGRAM-ADDRESS	Walkabout Putnam/Northern Westchester BOCES Yorktown Heights, New York 10598
PURPOSE	To improve self-concept through the development and exercise of lifelong problem-solving skills.
NATIONAL MODEL	Walkabout as developed by Phi Delta Kappa.
PUBLICATIONS	*Walkabout: Exploring New Paths to Adulthood* published by Phi Delta Kappa.
TOTAL ENROLLMENT	Twenty-five students participated in 1978-79.
FUNDING SOURCE	The Walkabout is currently funded by a Title IV-C Grant, by the Rockefeller Family Fund, and by the local school districts.
POPULATION SERVED	A recent New York State study indicated that 25 percent of high school seniors needed only an English credit to graduate. Thus, the program was designed for bright students who were motivated to work, but were bored with the traditional approach to education.
SELECTION PROCEDURE	Students apply and are selected through an interview process.
PLACEMENT PROCESS	N/A
PAY	Participants are not paid.
TIME AT WORK/ LEARNING SITE	Enrollees are involved at a community site for nine weeks, five hours per day, four days per week. They also participate at a community service site in lieu of two full weeks of school.
GRADUATION CREDIT	Students receive credit prorated at 120 hours per one credit.
EVALUATION OF PARTICIPANTS	The community resource, the program advisor, and the student cooperatively assess student growth. A pass/incomplete grading system is used.
COST	With thirty students and three staff members, the program maintains the same cost per student as standard high school programs in Westchester County.

Reviewed by Peter Copen

SUPERVISION AT COMMUNITY SITE	The community resource person supervises students on the job.
BUSINESS, LABOR, COMMUNITY INVOLVEMENT IN PROGRAM POLICY MAKING	None
ORIENTATION FOR:	
New Coordinators	N/A
Enrollees	N/A
On-the-Job Supervisors	N/A
COORDINATION WITH CLASSROOM INSTRUCTION	Some work site experiences are coordinated with academics.
REAL WORK CREDIT FOR EXPERIENTIAL LEARNING ACTIVITIES	The work experience makes students more credible to potential employers. Some credit has been given towards college degrees.
PROGRAM GUIDELINES	A set of clear guidelines exists for the internship component of the Walkabout.
LEGAL PROBLEMS	There have been no legal problems. BOCES supplies a letter indicating coverage.
TRANSPORTATION TO JOB SITE	Students provide their own transportation.
FOLLOW-UP STUDIES	None
COMMENTS	The career internship is one of five activity components of the Walkabout.

Wilderness	5 weeks
Academics	19 weeks
Career Internship	9 weeks
Community Service	2 weeks
Presentation	1 week
Actual weeks of school	36 weeks

ABSTRACT 38

PROGRAM-ADDRESS	Worcester Area Career Education Consortium Suite 350, Mechanics Tower Worcester, Massachusetts 01608
PURPOSE	To operationalize the assertion that: every high school student in the Worcester area should have the opportunity to participate in some form of field experience education (FEE) before graduation, and all segments of the community (parents, business, labor, government and agency personnel, etc.) should be involved in the educational process.
NATIONAL MODEL	Centralized community resource clearinghouses designed to coordinate field experience education exist in many states.
PUBLICATIONS	*Policy Recommendations of the Worcester Career Education Consortium* is available at the consortium office.
TOTAL ENROLLMENT	The program provides support services for 300 students from public and parochial schools engaged in out-of-classroom learning experiences.
FUNDING SOURCE	The project is funded by the Department of Labor through National Manpower Institute, and the local CETA office.
POPULATION SERVED	In providing support to already existing programs, most sophomores, juniors, and seniors, both males and females, have been served. Individual students assigned by guidance counselors have had special interests. They were either very well prepared and looking for a specialization or were in need of special entry positions and support.
SELECTION PROCEDURE	Assignments are made through preexisting program counselor referral.
PLACEMENT PROCESS	Placement involves matching student interest with over 300 participating sites.
PAY	Students are not paid for their experiences.
TIME AT WORK/ LEARNING SITE	This is determined on an individual or programmatic basis.

Reviewed by Deborah Knox

GRADUATION CREDIT	High school graduation credit is awarded if the student is enrolled in a formal program. One to two credits may be awarded depending on amount of time spent on site.
EVALUATION OF PARTICIPANTS	Individual program operators evaluate students based on program objectives. The consortium will also evaluate students starting September 1978.
COST	There are no direct costs at this point.
SUPERVISION AT COMMUNITY SITE	School personnel are responsible for monitoring.
BUSINESS, LABOR, COMMUNITY INVOLVEMENT IN PROGRAM POLICY MAKING	The policy recommendations of the FEE program involved a variety of interest groups, and they continue to be involved as the program is evaluated and new directions identified. Individual school programs may or may not have this involvement.
ORIENTATION FOR:	
New Coordinators	Orientation sessions will be held for educational personnel on how the FEE program, operated through the clearinghouse, can support them.
Enrollees	Students are individually oriented to specific job sites by counselors and supervisors.
On-the-Job Supervisors	Orientation takes place when supervisors agree to participate in a FEE program; specifics are handled as they arise.
COORDINATION WITH CLASSROOM INSTRUCTION	Orientation sessions provided will encourage teachers to make these out-of-classroom experiences an integral part of the curriculum.
REAL WORK CREDIT FOR EXPERIENTIAL LEARNING ACTIVITIES	Work credit is granted in most cases.
PROGRAM GUIDELINES	Guidelines are in preparation now and will be available in September or October of 1978.
LEGAL PROBLEMS	There is a minimal age requirement of sixteen in hazardous areas. Generalized rule that no work performed by a student can result in "profit" to organization has also presented problems.

TRANSPORTATION TO JOB SITE	If transportation is the responsibility of the school, bus passes are given. If transportation is not the responsibility of the school, individuals provide their own transportation.
FOLLOW-UP STUDIES	Evaluation results will be available in September.
COMMENTS	

ABSTRACT 39

PROGRAM-ADDRESS	Youth Employment and Training Program Chicago Public Schools Room 1122 228 North LaSalle Chicago, Illinois
PURPOSE	To help students develop employability skills, and attitudes through work experience to which they would normally not have access due to a locally depressed labor market.
NATIONAL MODEL	The national model is described in the Youth Employment and Demonstration Projects Act—CETA Title III—C.
PUBLICATIONS	None
TOTAL ENROLLMENT	Since the program's inception in January 1978, 675 youth have been employed. The program will be expanded in the fall of 1978.
FUNDING SOURCE	The program is funded by the U.S. Department of Labor—CETA Title III 3.
POPULATION SERVED	Participants are in-school youth, age sixteen to eighteen, from families below the 85 percent level of the lower living standard income. Most are juniors or seniors.
SELECTION PROCEDURE	Enrollment quotas are allocated to each high school in the district. High school staffs screen and recommend candidates. Enough students apply to fill twice the current allocation.
PLACEMENT PROCESS	Placement site recruitment occurs after participants are selected. Sites are recruited in response to students' expressed career interests and transportation considerations. Students are employed in the private sector.
PAY	Students are paid at least minimum wage.
TIME AT WORK/ LEARNING SITE	Students attend school half a day and work half a day over the course of one year. Most arrange their schedules so that they essentially work during late afternoon or morning study hall slots.
GRADUATION CREDIT	Students do not receive credit.

Reviewed by Don Newberg

EVALUATION OF PARTICIPANTS	None
COST	Private sector employers are reimbursed for student salaries with Youth Employment monies from DOL.
SUPERVISION AT COMMUNITY SITE	Students are supervised by private sector employers.
BUSINESS, LABOR, COMMUNITY INVOLVEMENT IN PROGRAM POLICY MAKING	The Chicago School Board has a standing Advisory Council for Career and Vocational Education composed of business, labor, and community leaders in Chicago. This board advises the Youth Employment and Training Program.
ORIENTATION FOR:	
New Coordinators	Ongoing inservice programs are available for new program supervisors.
Enrollees	Enrollees are oriented by their training by supervisors two hours daily during the first week of program participation.
On-the-Job Supervisors	Site supervisors are individually oriented to the program by visiting program coordinators.
COORDINATION WITH CLASSROOM INSTRUCTION	Counselors and work experience personnel conduct monthly employment seminars at the high school. These sessions are often attended by nonparticipants interested in how to go about getting and holding a job.
REAL WORK CREDIT FOR EXPERIENTIAL LEARNING ACTIVITIES	Students' job site activity is pure work experience.
PROGRAM GUIDELINES	The Department of Labor disseminates a formal set of guidelines for program administration.
LEGAL PROBLEMS	None
TRANSPORTATION TO JOB SITE	Enrollees generally use public transportation or walk to the job site.
FOLLOW-UP STUDIES	None yet.
COMMENTS	

ABSTRACT 40

PROGRAM-ADDRESS	Youth Conservation Corps Mt. Ranier National Park Longmire, Washington
PURPOSE	To provide summer employment and training and environmental awareness for youth ages fifteen to eighteen. The program stresses work, learning, environmental awareness, and social awareness. Today camps are sponsored by the five branches of the Department of the Interior: National Park Service, Fish and Wildlife Management, Land Management, Reclamation and Indian Affairs. In 1979, forty-four camps will operate in the state of Washington alone.
NATIONAL MODEL	A pilot project was conducted at Mt. Rainier in 1971-72.
PUBLICATIONS	*Department of Interior's Annual Report—Youth Conservation Corps 1977.*
TOTAL ENROLLMENT	Approximately thirty-five to forty young people will participate in the Mt. Rainier camp in the summer of 1979.
FUNDING SOURCE	The program is funded by the Department of the Interior.
POPULATION SERVED	Participants are Washington residents, twenty males and twenty females age fifteen through eighteen. Enrollees represent all levels of income and academic status.
SELECTION PROCEDURE	Applications are circulated throughout the state in late winter and in the spring. The State Employment Security Department randomly draws names of participants from the large pool of applicants.
PLACEMENT PROCESS	Selected enrollees are randomly assigned to the various camps.
PAY	Participants are paid approximately $900 plus room and board for the eight-week session.
TIME AT WORK/ LEARNING SITE	Participants work eight hours per day. They are divided into five crews of eight workers each. These crews rotate through approximately seven projects, depending on needs in the park during any given summer.
GRADUATION CREDIT	The granting of credit is determined by participants' home schools. Up to three quarter credits have been given for work experience, ecology, and physical education respectively. College credit is available through some programs.

Reviewed by Bob Iness

EVALUATION OF PARTICIPANTS	Participants are evaluated by a staff of thirteen supervisors from George Williams College. The YCC program has been subcontracted to the Department of Ecology at the college.
COST	The program costs approximately $2,000 per enrollee, including enrollee's salary, board and room, and supervision.
SUPERVISION AT COMMUNITY SITE	Employees are supervised by the ecology students from George Williams College, who act as crew leaders and ecology instructors.
BUSINESS, LABOR, COMMUNITY INVOLVEMENT IN PROGRAM POLICY MAKING	Longmire, Washington is a village surrounded by Mt. Rainier National Park. The community labor and business sectors are embodied in the park service. Program and park service personnel work together on a daily basis.
ORIENTATION FOR:	
New Coordinators	All key staff of the Department of Interior Youth Conservation Corps (YCC) attend regional orientation programs conducted each spring.
Enrollees	Enrollees are oriented by staff at the residential camp. The orientation includes an eight-hour first aid course and instruction in work safety.
On-the-Job Supervisors	Supervisors are trained by George Williams College.
COORDINATION WITH CLASSROOM INSTRUCTION	Tailgate sessions in safety and skill development are conducted daily at the work sites. The staff is committed to integrating ecological concepts into the work component. Park service personnel provide appropriate skill training in carpentry, horticulture, painting, etc.
REAL WORK CREDIT FOR EXPERIENTIAL LEARNING ACTIVITIES	Some program alumni have gone on to work in various resource agencies and state and national parks based on experience gained through the YCC.
PROGRAM GUIDELINES	Available on request.
LEGAL PROBLEMS	Camp directors abide by the Department of Labor's rulings on child labor especially as it relates to heavy equipment operation.

TRANSPORTATION TO JOB SITE	Enrollees live in small cabins and a dormitory in the park. They are transported to work sites in park service vehicles—or they pack into some sites.
FOLLOW-UP STUDIES	See "Publications."
COMMENTS	

MATRIX OF PROGRAM ABSTRACTS

Abstract #	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Publications	x	x	x			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Pay			x	x	x	/		x	x		x				/	x				x
Graduation Credit for Work Site Activities	x	x		x	/	x	x	x	/	x	/	x	x	x	x	x	x	x	x	x
Guidelines	x	x	x	x		x	x	x	x		x	x	x	x	x	x	x	x	x	x
Advisory Council	x	x	x							x			x	x	x	x	x	x		x
Academic Course Credit		x								/			x					x		
Career Orientation Seminars		x			x	x	x					x	x	x	x			x	x	x
Privately Sponsored					x				x											
Population Served																				
Low Income				x	x		x													x
Out of School Youth							x													
Secondary	x	x	x	x	x	x	x		x	x		x	x	x	x	x	x	x	x	x
Postsecondary			x					x			x									
Hours of Work Per Week	14	6 or 24	40	10	15	/	/	40	20	/	40	32	20	/	5	20	8	8 to 32	32	5
Number Enrolled Per Year	257	82-PT 43-FT	850-PT 90-FT	30	23	600	250	1,200	12	350	225	175	65-80	45	10,000	70	375	N-1,400	60 N-2500	115

Abstract #	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
Publications	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x		x
Pay	x	x	x	x	x	x	x	x		x	x		x	x		x			x	x
Graduation Credit for Work Site Activities		x		x	x	x			x	x		x		x	x			x	/	x
Guidelines	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x
Advisory Council	x		x	x	x	x	x	x	x	x		x	x			x			x	
Academic Course Credit		x		x									GED				x		x	
Career Orientation Seminars	/		x	x	x	x		x		x	x		x	x	x	x	x		x	
Privately Sponsored												x			x					
Population Served																				
Low Income	x		x	x			x			handicapped	x	x							x	
Out of School Youth				101									x							
Secondary		x	x	x	x	x		x	x	x		x	x	x	x	x	x	x	x	x
Postsecondary	x						x				x									
Hours of Work Per Week	40	/	40	/	15	15	40	20	10	5 to 20	40	8	/	15	8	6 sum.	20	/	20	40 sum
Number Enrolled Per Year	N-26,000	350	6	850	20 S-1500	25 S-7500	306	66	60	200	N-14,000	15	N-3,000	275	55	150	25	300	675	38

x = program incorporates that component
/ = policy varies

N = total for national program
S = total for state program

PUBLICATIONS OF
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- *But for Me It Wouldn't Work: Implications of the Experiential Education Guidelines* .... IN 165
- *Experiential Education: A Primer on Programs* .... IN 162
- *Experiential Education in the Workplace: An Annotated Bibliography* .... BB 147

Other National Center Products

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- *Assessing Experiential Learning in Career Education*
- *Perspectives on Investigating the Consequences of Experiential Education* .... IN 164
- *Evaluation of the Executive High School Internships Program* .... RD 159
- *Work Experience and Academic Credit: Issues and Concerns*

National Center Studies in Progress

- *A Typology of Experiential Education Programs*
- *Collaboration in Experiential Education: A Profile of Expectations*
- *Experiential Education and Adult Role Assumption*
- *Success Factors in Experiential Education*
- *Program Culture: Implications for Experiential Education Outcomes*
- *Experiential Education and Retention of Competencies*

Information Current as of April 1979

FOR FURTHER INFORMATION

To order any of the above products or to receive further information about the studies, please contact:

Program Information Office
The National Center for Research in Vocational Education
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